

**FACTORS CONTRIBUTING TO SCHOOL DROP OUT IN
GETEMBE DIVISION, KISII CENTRAL
DISTRICT, KENYA.**

By

JOSEPHINE O. NYAMOITA

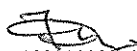
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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELORS
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DECLARATION

I, **JOSEPHINE O. NYAMOITA** declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature.....

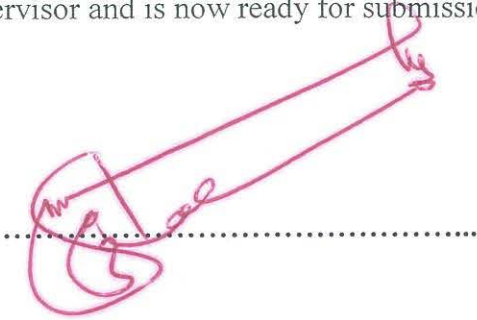
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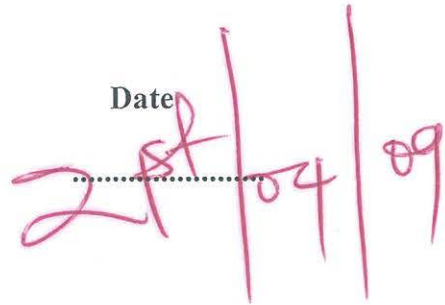
APPROVAL

This is to acknowledge that this Report has been under my supervision as the candidates university supervisor and is now ready for submission.

Signature

A handwritten signature in red ink, consisting of a stylized 'M' and 'M' followed by a long horizontal stroke, written over a dotted line.

Date

A handwritten date in red ink, '28/04/09', written over a dotted line.

MR. MUNDU MUSTAFA

DEDICATION

This report is dedicated to my beloved husband James Gichana, my children Tiberius, Julia and Nixon and Family members who gave me full support both materially and morally throughout this course. It is also dedicated to Zipporah my house helper and my staff Nyaura Primary school.

ACKNOWLEDGMENT

First of all I give thanks to the almighty God for his mercy and grace granted to me during this time of my degree course and through this research project.

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I am grateful to all those who contributed to the success of this research proposal project, special thanks to my lecturers for their brilliant ideas guidance and their helpful comments on the initial work.

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May God bless you all.

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ABSTRACT

The purpose of this study was to determine the causes of school drop out. Specific Objectives of the study were to determine HIV/AIDS and school drop out in Getembe Division, Kisii Central District, Kenya, determine Poverty and school drop out in Getembe Division, Kisii Central District, Kenya and determine whether Early Pregnancy leads to School Drop out in Getembe Division, Kisii Central District, Kenya. The study revealed that many pupils are dropping out due to HIV/AIDS 38% strongly agreed that children leave school to take care of HIV positive relatives and 31% agreed. 38% of the respondents strongly agreed that infected children drop out of school and 46% agreed. 46% of the respondents strongly agreed that children have lost their parents to HIV and hence drop out while 40% agreed. 49% of the respondents strongly agreed that Aids has deprived education of good teachers and 34% agreed. The findings also revealed that children drop out of school because of poverty. 31% of the respondents strongly agreed to this and 34% agreed. According to the study early pregnancy leads to school drop out. 31% strongly agreed that early pregnancy leads to school drop out and 28% agreed. 38% of the respondents strongly agreed that Girls who perform poorly in class are likely to get pregnant. The study established from teachers that early pregnancy is one of the reason girls drop out. The study recommended that Children who are victims of HIV/AIDS should be helped financially and emotionally so that they can cope with the situation. Stakeholders should deliberately solicit for funds through the Ministry of Education Science and Technology to purchase textbooks, teaching learning aids which are relevant and geared to better performance. The ministry should also ensure that Funds channeled for teaching/learning resources are well-utilized.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The problem of dropout has been continually troubling the primary education system developing countries. (Republic of Kenya, (2004)) Dropout does not mean mere rejection of school by children. It leads to wastage of the funds invested in school buildings, teachers' salaries, equipment, textbooks and so on. It also means the existence of some deficiencies in the organization of the primary education system.

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

In 1992, the unemployment rate among those dropping out of school was 11%, compared with 7% for those who graduated from high school but did not attend college. The median income among dropouts who were employed full time was only half that of high school graduates. While the real income (income adjusted for inflation) of college graduates has increased during the past 20 years, the real income of dropouts has declined dramatically (Snyder & Sickmund, 1995).

While there has been significant progress in total enrollment rate in some developing countries in terms of numbers registering in lower classes, the retention rate has not equally increased. The drop out rate is high. (Achoka JSK, Odebero SO, Maiyo JK, Ndiku JM (2007). It is upon this background that the study was undertaken.

1.2. Statement of the Problem

The school is the most important functional point for achieving the educational goals. In Kenya, many children who enter the school system at the primary level do not complete the cycle pupils drop out at various stages of the education system. Dropout does not mean mere rejection of school by children. It leads to wastage of the funds invested in school buildings, teachers' salaries, equipment, textbooks and so on. It also means the existence of some deficiencies in the organization of the primary education system. Several factors are responsible for high-dropout rates and hence low completion rates among primary school pupils. School drop out does not only have negative effects on the individual but the society at large and hence there's need for the study so that solutions are sought to iron out the problem.

1.3. Objectives of the study

The general objective of the study is to determine the factors that lead to school drop out in Getembe Division, Kisii Central District, Kenya.

Specific objectives;

Specific objectives were to,

1. determine HIV/AIDS and school drop out in Getembe Division, Kisii Central District, Kenya
2. determine Poverty and school drop out in Getembe Division, Kisii Central District, Kenya
3. determine whether Early Pregnancy leads to School Drop out in Getembe Division, Kisii Central District, Kenya

1.4. Research questions

The study was guided by the following questions;

1. does HIV/AIDS lead to school drop out in Getembe Division, Kisii Central District, Kenya?
2. does Poverty lead to school drop out in Getembe Division, Kisii Central District, Kenya?

3. do early Pregnancies lead to School Drop out in Getembe Division, Kisii Central District, Kenya?

1.5. Scope of the study.

The study will be conducted Getembe Division Kisii Central District, Kenya. The study investigated the causes of school drop out in regard to HIV/AIDS, Poverty, Early Pregnancy, Home environment and e School factors that lead to school drop. The study was conducted in January 2009 to July 2009

1.6 Significance of the Study

The study will help education planners to study the root cause of the high primary school drop out in Kenya and devise means to solve it.

Head teachers will also understand the problem of school drop out and therefore be able to devise means to reduce the rate at which pupils are dropping out.

Teachers will benefit from the study in a way that they will be able to know how to use teaching methods that are will help pupils understand what they are being taught.

The study may also provoke the need to carry out similar research in other areas of the country.

The findings of the study may help community members to be able to deal with school drop outs and also devise means of helping them.

The study may help pupils who are planning to drop out to seek for help on how to avoid dropping out.

Parents will be able to identify their role in preventing a child from dropping out of school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Over View

This chapter discusses the literature related to the study of school drop out. For the purpose of the study the following concepts will be discussed.

2.2. HIV/AIDS and school drop out.

In sub-Saharan Africa, there are more than 12 million children orphaned by AIDS, not including the millions of children whose parents are terminally ill. While overall school enrollment rates have risen to approximately 66% in the continent, AIDS-affected children have been systematically left behind. Recent surveys from Kenya, South Africa, and Tanzania show that orphans are more likely to withdraw from school, less likely to be at an age-appropriate grade, and less likely to have limited family resources spent on their education (World Bank 2003).

The Human Rights Watch report documents how children suffer de facto discrimination in access to education from the moment HIV/AIDS afflicts their family. Children leave school to perform household labor or to bereave their parents' death. Many cannot afford school fees because their parents are too sick to earn a living. While some countries, such as Kenya and Uganda, have abolished primary school fees, schools repeatedly refuse admission to AIDS-affected children who cannot afford to pay for books, uniforms, and others (The Human Rights Watch report 2002).

The prospects of children who have been orphaned by AIDS are often further dampened by compulsory school fees, which must still be paid in the majority of poor countries (Nyambetha, E. O. 1999). These fees are simply not affordable for most AIDS orphans or those who care for them, and often extended families that care for orphans see school fees as a major factor in deciding not to take on additional children orphaned by AIDS.

A child's education is also likely to be seriously disrupted if one or more of their family members are infected. In many of the areas that have been hit hardest by AIDS, the *majority* of children are likely to be 'affected' by the epidemic, in that they probably have close friends or relatives who are living with HIV or have died from AIDS. In such areas, it is likely that some children will take time off school to care for others living with HIV, or to take care of household duties that those people would otherwise have done (Ferguson, A., Johnston, T. 1999).

Worldwide, 15.2 million children had been orphaned as a result of AIDS by the end of 2005. Upon the death of their parents, a child may be forced to move house and/or be affected by emotional stress and poverty, which can disrupt their education and lead them to drop out of school. (Khasiani, S et al 1998). If they have younger siblings, they may also be forced to leave school to look after them and act as the head of the household. Studies have shown that orphans in sub-Saharan Africa are 13% less likely to attend school than non-orphans (Saoke, P. & Mutemi, R. 1994).

Dropping out of school exposes orphans to a lifelong cycle of poverty and abuse. Children who drop out of school face a high risk of sexual exploitation, hazardous labor, and living in the street. Studies show that rates of HIV infection are higher among children with low levels of education school-related expenses (Ferguson, A., Johnston, T. 1999).

The most obvious way in which AIDS can affect a pupil is where the individual concerned is living with HIV, Children's participation has been affected in that pupils themselves are getting infected and some of them infect others; attendance and performance in schools is affected; pupils are dropping out of school while some were reported to have died due to suspected HIV/AIDS related causes (Carr-Hill. R; Kataboro and Katahoire, A., 2000).

2.3. Poverty and School Drop out

Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor children make the slowest progress at school than any other children. Living in

poverty, in rented homes and deprived neighborhoods has an effect on their examination results. Pupils from privileged backgrounds have higher aspirations and have all the necessary material they need for study and therefore are likely to perform better than poor children (Robert H. Lauer, Jeanette C. Lauer, 2002).

Over 600 million children world-wide live in absolute poverty - an estimated 1 in 4. In many countries, rates are much higher with over 60 percent of children living in households with incomes below international poverty lines. Over 10 million children under five still die every year from preventable diseases - the vast majority of them in developing countries. As one of the most powerless groups in society, children often bear the physical and emotional costs of poverty (CPRC 2005).

Neuroscientists have found that “many children growing up in very poor families with low social status experience unhealthy levels of stress hormones, which impair their neural development.” The effect is to impair language development and memory — and hence the ability to escape poverty — for the rest of the child’s life. In 2006, 17.4 percent of children in America lived below the poverty line, substantially more than in 1969. And even this measure probably understates the true depth of many children’s misery (Paul Krugman 2008).

Children from poor families have health problems and have poor nutrition such children are especially susceptible to those illnesses that most affect poor people in particular gastro intestinal and respiratory problems. Malnourished and sick children are less likely than healthy children to learn when in school and are more likely to be absent from lessons (Lockheed and Verspour 1991).

Because of poverty children go to school hungry. Although reliable estimates on the number of children who come to school every day feeling hungry do not exist, short-term or temporary hunger is unquestionably a pervasive condition in developing countries. In

the school setting temporary hunger commonly occurs when children come to school without having eaten breakfast. The result of this short-term fasting in a child is more easily distracted by irrelevant stimuli Pollitt *et al.*, (1983). Because hunger appears to cause inattentiveness, it is likely to influence school performance and learning.

Carron and Chan (1991) carried out similar studies in China, Mexico and Guinea and their finding, concurred with those of MLA in that children from poor rural zones were found to be unable to take full advantage of the education offered to them. Amount other problems they had little or no food most of the time. Lockheed and Verspoor(1991) reporting on similar finding of a survey carried out by World Bank in India state that students who were well nourished got scores in tests that the undernourished. This implies that the quality of diet and how regularly or irregularly a student feeds has effect on the mental development and ability of a student. This translates to poor or good performance in tests.

The important limiting factor on the educational expansion is the aspect of the economy it is only the societies advanced in the economy that can afford a highly developed educational system. This is because buildings can be constructed, good salaries for teachers and costs of training for college are catered for (World Bank 2003).

Education is widely accepted as the main exit route from poverty. It is the backbone of growth and development of individuals and the nation. However, its achievement continues to elude many Kenyans who are poverty stricken. This has perpetuated the vicious circle of poverty so much that the gap between the rich and the poor has kept on widening as the extreme poor are denied access to education. Equally access to quality education among some of the poor has constantly been affected by poverty in that some access education that is marred by lack of the right instructional facilities and equipment, poor processes of delivery, in-conducive and unattractive learning environments etc (World Bank 2003).

2.4. Early Pregnancy and School Drop Out

A study conducted in Kenya found that girls with poor school performance were significantly more likely than the best students to become pregnant. The authors speculated that the high incidence of grade repetition among low achievers may be partially responsible, lengthening the period in which girls remain in School and are at risk of becoming pregnant (Division of Family Health/GTZ Support Unit 1988). A perceived lack of returns to continued schooling—fueled by low expectations of advancing—may influence girls' simultaneous decision to begin childbearing and to Drop Out, however, thereby obscuring any causal relationship between the two phenomena Manlove, Jennifer. (1998).

Evidence suggests that schools do not impart protection equally. Mensch and her colleagues (2001) found in Kenya that a gender-neutral atmosphere in School appeared to reduce the risk that girls will engage in premarital sex; in schools with gender-biased atmospheres, girls were more likely to Drop Out.

Studies have found that between 11 and 20 percent of pregnancies in teenagers are direct results of rape, while about 60 percent of teenage mothers had unwanted sexual experiences preceding their pregnancy. Before age 15, a majority of first-intercourse experiences among females are reported to be non-voluntary; the Guttmacher Institute found that 60 percent of girls who had sex before age 15 were coerced by males who on average were six years their senior. One in five teenage fathers admitted to forcing girls to have sex with them.

According to (Gupta N and M. Mahy, 2000), the school is a very child unfriendly environment for girls in a way that they are abused and sexually harassed by male teachers and boys Girls are often abused, beaten and humiliated in class. Because of this girls hate the school environment and therefore drop out of

Despite the declining proportion of women across sub-Saharan Africa who become adolescent mothers, as more young women remain in school past puberty more students are exposed to the risk of becoming pregnant. Although the literature addressing adolescent fertility and childbearing in the developing world is large, few studies focus

on the prevalence of schoolgirl pregnancy and its relationship to prior school experiences and subsequent educational attainment (Mensch et al. 2001; Eloundou-Enyégué 2004). In particular, one study by Eloundou-Enyégué (2004) found that although pregnancy was not the source of all dropouts among girls in Cameroon, it was the greatest contributor to the gender gap in educational attainment, particularly at the secondary level.

Even when studies focus on Pregnancy -related School dropout, they do not address directly the question of which schoolgirls who become pregnant are likely to Drop out of School. In most settings, if a girl becomes visibly pregnant, she is required to withdraw. If a young woman terminates her Pregnancy before it is visible, however, School dropout can be avoided. Meekers and Ahmed (1999) examine the probability of prior School dropout among pregnant women, but, because of data limitations, provide no control for whether the woman was enrolled in School at the time of her Pregnancy. In contrast, Eloundou-Enyégué (2004) examines the relative role of Pregnancy and non- Pregnancy related school dropout in shaping the gender gap in educational attainment, but does not address what happens to girls who become pregnant while enrolled in school but do not Drop Out at that time.

The broader literature on school dropout provides many insights that are relevant for determining dropout among pregnant schoolgirls, however; selected studies are discussed below.

Although coresidence with parents may be an important indicator of the social support systems available to a young woman, Meekers and Ahmed (1999) found that women who lived with their parents at the time of their first Pregnancy were two times more likely than women who lived elsewhere to have dropped out of primary school as a result of Pregnancy. This finding may not be entirely clear; however, because the study sample consisted of all women aged 19–34 who had ever attended school and were unmarried at the time of their first birth, without reference to the mother's age at first birth or whether she was enrolled in school at the time of her first Pregnancy. Without these controls, the likelihood of Pregnancy -related primary- school dropout is a closer proxy to the timing of first birth, because older women who are no longer living with their parents or enrolled

in school when they become pregnant are clearly less likely to have a Pregnancy -related school dropout.

In some societies, early marriage and traditional gender roles are important factors in the rate of teenage pregnancy. For example, in some sub-Saharan African countries, early pregnancy is often seen as a blessing because it is proof of the young woman's fertility. Locoh, Therese. (2000). In the Indian subcontinent, early marriage and pregnancy is more common in traditional rural communities compared to the rate in cities Mehta, Suman, Groenen, Riet. & Roque, Francisco. (1998).

In societies where adolescent marriage is uncommon, young age at first intercourse and lack of contraceptive use may be factors in teen pregnancy. UNICEF (2001) most teenage pregnancies in the developed world appear to be unplanned.

CHAPTER THREE

METHODOLOGY

1.0. Overview

This chapter discusses the methods the researcher used to collect data.

3.1. Research Design

Qualitative and quantitative design was used. Qualitative research helped identify themes and concepts and define them to help get a deeper meaning of the study while quantitative helped analyze the numbers involved in the study.

3.2. Sampling Procedure

The researcher employed random sampling on the pupils since they were many and used purposive sampling on the teachers and community members.

3.3. Population and Area of Study

The research was taken in Getembe Division Kisii Central District, Kenya. The case study was selected because that is where the researcher stays and therefore getting information was not difficult

The study included children in school and out of school, community members and teachers. Community members were fit for the study because they live in the community with the school drop outs and therefore know the effects and causes of school drop out.

3.4. Research Instruments

The instruments of the study included questionnaires, interviews, and Focus group discussions and library search.

The questionnaires consisted of questions to which the respondents reacted in writing. Pupils were given questionnaires; interviews were carried on with the teachers and focus group discussions held with community members and parents.

3.5. Validity and Reliability

Questionnaires helped obtain data in a short time since the pupils were many, interviews helped get relevant information from the teachers and focus group discussions helped get information from the respondents who did not understand English.

3.6. Research Procedures

The data was obtained from the children, teachers, community members and the parents. The researcher obtained a letter from the institute of continuing and distance studies. And this helped the researcher present it to the interviewees. The interviews and focus group discussions were held in the languages that the respondents understood. The data collected was edited as the researcher carried on the research to make it easy to compile.

The researcher visited libraries and search for data related to the study. The data collected was then sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.7. Data analysis

The frequency and percentage were used to determine the number of sample respondents that were used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents
Observed

(Daniel 1997].

3.8. Limitations of the Study

The main limitation faced was financial. The funds that the researcher had were not enough to cater for the research. However the researcher tried to minimize the funds she had.

The respondents were also reluctant to share information but the researcher tried to be polite and patient with the respondents in orders to get information.

CHAPTER FOUR

PRESENTATION, INTERPRETATIONS AND ANALYSIS OF DATA.

4.1 Over view

This chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on the causes of school drop out in Getembe Division Kisii Central district, Kenya.

4.2 Profile of the respondents

Table 4.1: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	40	61.5
Female	25	38.5
Total	65	100
Age		
13 and below	10	15.4
14-17yrs	35	53.8
18 and above	20	30.8
Total	65	100
Academic level		
Standard six	23	35.4
Standard seven	19	29.2
Standard eight	23	35.4
Total	65	100

Source field data

Eighty 80 questionnaires were distributed to the pupils and 65 were filled and returned .This therefore represents 81 % of the total number of questionnaires that were distributed.

The study covered 65 randomly selected pupils of whom 40 (61.5%) were male and 25 (38.5%) were female.

The age category of the respondents was divided in three groups that is 13 and below were 10 which was 15.4%, 14-17 yrs were 35 (53.8%) and 18 and above were 18 representing (30.8%) of the respondents.

The academic level of the respondents was divided in three categories that is standard six, standard seven and standard eight. 23 (35.4%) of the respondents were in standard six, 19 (29.2. %) were in seven and 23 (35.4%) were in standard eight.

Interviews were carried out with teachers and Focus group discussions were used to extract data from parents and community members including school drop outs.

4.3. HIV/AIDS and School drop out

The first objective of the study was to determine HIV/AIDS and primary school drop out. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: Does HIV/AIDS lead to school drop out in Getembe Division, Kisii Central District, Kenya?? The results are presented in the table below;

Table 4.2: Response on HIV/AIDS and school drop out and primary school drop out.

	Items	Strongly agree	Agree	Strongly disagree	Disagree	Total
1	children leave school to take care of HIV positive relatives	25 38%	20 31%	11 17%	9 14%	65(fo) 100%
2.	infected children drop out of school	25 38%	30 46%	4 6%	6 9%	65(fo) 100%
3.	children have lost their parents to HIV and hence drop out	30 46%	26 40%	1 2%	8 12%	65(fo) 100%
4.	Aids has deprived education of good teachers	32 49%	22 34%	8 12%	3 8%	65(fo) 100%

Source: Field survey 2008

According to the table 38% strongly agreed that children leave school to take care of HIV positive relatives, 31% agreed, 17% strongly disagreed and 14% disagreed.

38% of the respondents strongly agreed that infected children drop out of school, 46% agreed, 6% strongly disagreed and 9% disagreed.

46% of the respondents strongly agreed that children have lost their parents to HIV and hence drop out, 40% agreed, 2% strongly disagreed and 12% disagreed.

49%of the respondents strongly agreed that Aids has deprived education of good teachers, 34%agreed, 12%strongly disagreed and 8%disagreed.

The teachers revealed that most sick people do not have people to look after them and therefore children have no choice than to drop out of school and therefore take care of them.

“.....sometimes the decision to drop out is not made immediately. In most cases children leave school hoping they wont take long treating the patient which turns out they have to stay longer and therefore they decide to put a halt to their education.....”

(Interview with a teacher)

The study established that most children have lost parents to HIV/AIDS and therefore upon the death of the parent the child has no choice than to drop out of school since he/she cannot afford to pay for school dues. Data collected also revealed that matters are worse with girls who decide to join prostitution to get money and in turn end up getting infected.

HIV/AIDS has negatively affected education by affecting the people who impart knowledge to the pupils that is the teachers. The teachers admitted that most HIV positive teachers become weak because they cannot afford to pay for the expensive treatment and yet some have families to look after and therefore sometimes miss teaching classes.

According to the teachers children living with HIV face the biggest challenge of being discriminated. One teacher reported;

".....children make fun of those children that are HIV positive and sometimes do not to talk and play with them saying that they will get infected. This makes life hard for HIV positive children..... " (Interview with a teacher)

The teachers also revealed that children who are HIV positive are always withdrawn at school because they feel dejected and are emotionally disturbed. According to the teachers even those who are not sick are also affected because of the trauma they have passed through watching their parents die.

According to Khasiani, S et al (1998) upon the death of their parents due to HIV/AIDS, a child may be forced to move house and/or be affected by emotional stress and poverty, which can disrupt their education and lead them to drop out of school.

4.4. Poverty and Primary School drop out.

The second objective of the study was to determine poverty and school drop out. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: Does poverty lead to school drop out? The results are presented in the table below;

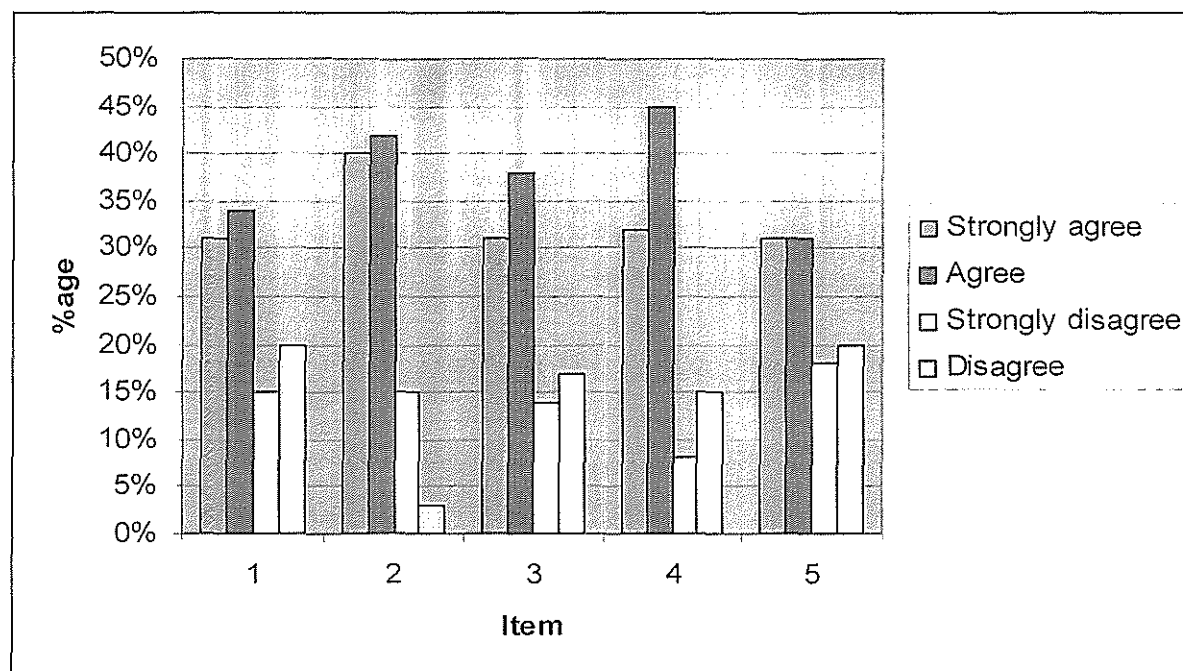
Table 4.3: Response on poverty and primary school drop out.

	Items	Strongly agree	Agree	Strongly disagree	Disagree	Total
1	Children drop out of school because of poverty	20 31%	22 34%	10 15%	13 20%	65(fo) 100%
2.	Because of poverty parents cannot afford to provide for children's school needs.	26 40%	27 42%	10 15%	2 3%	65(fo) 100%
3.	Children have to work to make ends meet	20 31%	25 38%	9 14%	11 17%	65(fo) 100%
4.	Girls are married off early because of poverty	21 32%	29 45%	5 8%	10 15%	65(fo) 100%
5.	Schools cannot afford school facilities and hence children drop out.	20 31%	20 31%	12 18%	13 20%	65(fo) 100%

Source: Field survey 2008

The data in table II was analyzed using a chart and chart 1 summarizes the results on poverty and primary school drop out.

Figure 1: Response on poverty and primary school drop out.



Source: Field survey 2008

According to the table and chart 31% strongly agreed that children drop out of school because of poverty, 34% agreed, 15% strongly disagreed and 20% disagreed.

40% of the respondents strongly agreed that because of poverty parents cannot afford to provide for children's school needs, 42% agreed, 15% strongly disagreed and 3 % disagreed.

31% of the respondents strongly agreed that children have to work to make ends meet, 38% agreed, 14% strongly disagreed and 17% disagreed.

32% of the respondents strongly agreed that Girls are married off early because of poverty, 45% agreed, 8% strongly disagreed and 15 % disagreed.

31% of the respondents strongly agreed that Schools cannot afford school facilities and hence children drop out. 31% agreed, 18% strongly disagreed and 20 % disagreed.

The teachers revealed in interviews that most pupils drop out because of poverty since they cannot provide for their needs like books, uniforms, paying for feeding programs among others. According to the teachers most pupils are always sent home for school which sometime s becomes embarrassing and tiresome for them and hence drop out.

One of the drop outs who participated in the study he was tired of being embarrassed by being read as one of the defaulters every time they chased those who had not completed school fees.

“.....I was always read as one of those who was had not completed school fees and my fellow pupils would laugh at me”(Interview with a drop out)

In a focus group discussion with the parents they revealed that they did not have enough money to cater for the education of their children and therefore they had to drop out and work to get some money. Some of the parents even admitted to marrying off their children due to poverty.

According to World Bank (2000) Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor children spend more time contributing directly or indirectly to household income 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

4.5 Early pregnancy and school drop out

The second objective of the study was to determine whether early pregnancy leads to school drop out. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: Do early pregnancies lead to school drop out? The results are presented in the table below;

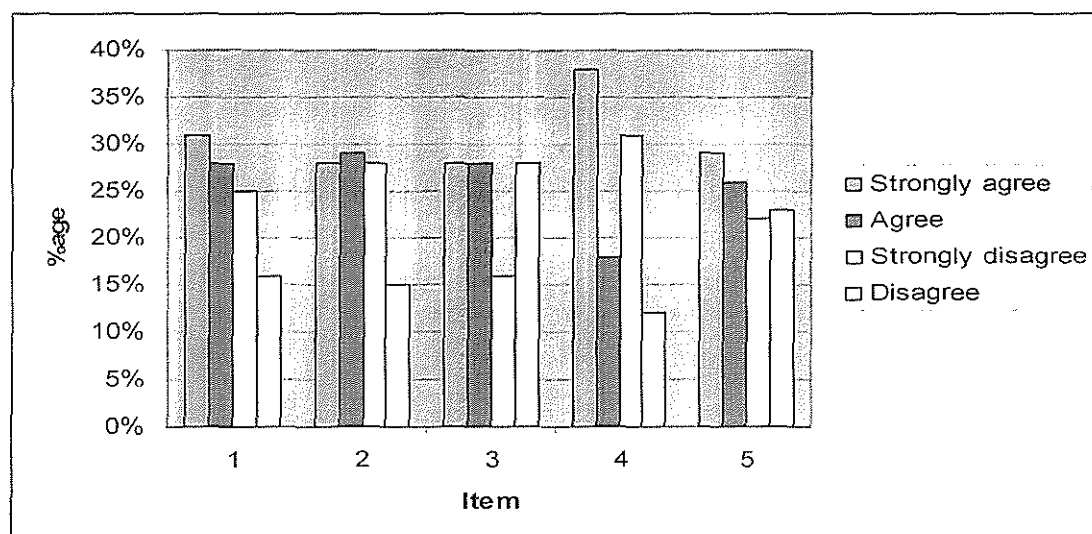
Table 4.4: Response on early pregnancy and school drop out.

	Items	Strongly agree	Agree	Strongly disagree	Disagree	Total
1	Early pregnancy leads to school drop out	20 31%	18 28%	16 25%	11 16%	65(fo) 100%
2.	Girls who get pregnant are expelled	18 28%	19 29%	18 28%	10 15%	65(fo) 100%
3.	Girls who get pregnant early leave school before they are discovered.	18 28%	18 28%	11 16%	18 28%	65(fo) 100%
4.	Girls who perform poorly in class are likely to get pregnant	25 38%	12 18%	20 31%	8 12%	65(fo) 100%
5.	In our school we have girls who have dropped out due to early pregnancy.	19 29%	17 26%	14 22%	15 23%	65(fo) 100%

Source: Field survey 2008

The data in table III was analyzed using a chart and chart II summarizes the results on early pregnancy and school drop out.

Figure 11: Response on early pregnancy and school drop out.



Source: Field survey 2008

The table and chart show that 31% strongly agreed that early pregnancy leads to school drop out, 28% agreed, 25% strongly disagreed and 16% disagreed. A study conducted in Kenya found that girls with poor school performance were significantly more likely than the best students to become pregnant.

18% of the respondents strongly agreed that Girls who get pregnant are expelled, 19% agreed, 18% strongly disagreed and 10 % disagreed.

18% of the respondents strongly agreed that Girls who get pregnant early leave school before they are discovered, 18% agreed, 11% strongly disagreed and 18 % disagreed.

38% of the respondents strongly agreed that Girls who perform poorly in class are likely to get pregnant, 18% agreed, 31% strongly disagreed and 12 % disagreed.

29% of the respondents strongly agreed that in our school we have girls who have dropped out due to early pregnancy, 26% agreed, 22% strongly disagreed and 23 % disagreed.

According to the teachers pregnancy is one of the main reasons that girls leave school early because on discovering them they are immediately expelled and hence after delivery it is difficult for them to go back to school. The teachers also revealed that when a girl discovers that she is pregnant she decides to terminate the pregnancy and when she fails to she decides to leave the school before she is discovered. Sometimes she disappears and does not go back home. It was also revealed that some girls have died in the process of terminating their pregnancies.

According to the parents in focus group discussions held with them they revealed that early pregnancy is seen as an abomination in some families and once a girl becomes pregnant she is married off immediately to avoid people noticing and hence the girl may not go back to school.

".....some parents do not want their children to give birth outside marriage and hence girls are married off early to avoid shame"(Parent FGD participant)

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

This section summarizes the causes of primary school drop out.

5.1.1 Discussion of findings on HIV/AIDS and school drop out and primary school drop out.

The study revealed that HIV/AIDS leads to school drop out. 38% strongly agreed that children leave school to take care of HIV positive relatives and 31% agreed. 38% of the respondents strongly agreed that infected children drop out of school and 46% agreed. 46% of the respondents strongly agreed that children have lost their parents to HIV and hence drop out while 40% agreed. 49% of the respondents strongly agreed that Aids has deprived education of good teachers and 34% agreed.

The study established that most children have lost parents to HIV/AIDS and therefore upon the death of the parent the child has no choice than to drop out of school since he/she cannot afford to pay for school dues.

According to Nyambedha, E. O. (1999). The prospects of children who have been orphaned by AIDS are often further dampened by compulsory school fees, which must still be paid in the majority of poor countries

5.1.2 Discussion of findings on Poverty and primary school drop out.

The findings revealed that children drop out of school because of poverty. 31% of the respondents strongly agreed to this and 34% agreed. According to Robert H. Lauer, Jeanette C. Lauer, (2002) Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor children make the slowest progress at school than any other children. Living in poverty, in rented homes and deprived neighborhoods has an effect on their examination results. Pupils from privileged backgrounds have higher aspirations and have all the necessary material they need for study and therefore are likely to perform better than poor children

5.1.3. Discussion of findings on early pregnancy and school drop out

The findings revealed that early pregnancy leads to school drop out. 31% strongly agreed that early pregnancy leads to school drop out and 28% agreed. 38% of the respondents strongly agreed that Girls who perform poorly in class are likely to get pregnant. The study established from teachers that early pregnancy is one of the reason girls drop out.

A study by Eloundou-Enyégué (2004) found that although pregnancy was not the source of all dropouts among girls in Cameroon, it was the greatest contributor to the gender gap in educational attainment, particularly at the secondary level.

5.2. CONCLUSION

According to the study many pupils are dropping out due to HIV/AIDS

The findings revealed that children drop out of school because of poverty.

The findings revealed that early pregnancy leads to school drop out

5.3. Recommendations

Children who are victims of HIV/AIDS should be helped financially and emotionally so that they can cope with the situation.

Stakeholders should deliberately solicit for funds through the Ministry of Education Science and Technology to purchase textbooks, teaching learning aids which are relevant and geared to better performance. The ministry should also ensure that Funds channeled for teaching/learning resources are well-utilized.

Diversification of the income generating activities requires some amount of input in terms of finances which otherwise which may not be readily available in most poverty stricken

schools. Approaching financial institutions to advance loans to finance feasible income generating activities may be explored.

Counseling services should be availed in schools to help girls who are disturbed and therefore avoid early pregnancy

Areas for Further Research

More research should be done on early pregnancy and school drop. Data on the subject is limited.

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APPENDIX I: TRANSMITAL LETTER



**KAMPALA
INTERNATIONAL
UNIVERSITY**

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Website: www.kiu.ac.ug

**OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)**

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR Josephine

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:

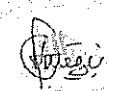
Factors Contributing to School drop out

Case Study:

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,


MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

Appendix II: QUESTIONNAIRE FOR PUPILS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic “determine the factors that lead to school drop out in Getembe Division, Kisii Central District, Kenya.” You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

Personal information

Age

13-15yrs	<input type="checkbox"/>
15-18yrs	<input type="checkbox"/>
18 and above	<input type="checkbox"/>

Sex

Female	<input type="checkbox"/>	Male	<input type="checkbox"/>
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Class

Standard six	<input type="checkbox"/>
Standard seven	<input type="checkbox"/>
Standard eight	<input type="checkbox"/>

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
4	3	2	1

3. Evaluate the following statements by indicating the number on the one you most agree with.

HIV/AIDS and school drop out

I. children leave school to take of HIV positive relatives

II. infected children drop out of school

III. children have lost their parents to HIV and hence drop out

IV. Aids has deprived education of good teachers

Poverty and school drop out

I. children drop out of school because of poverty

II. Because of poverty parents cannot afford to provide for children's school needs.

III. Children have to work to make ends meet

IV. Girls are married off early because of poverty

V. Schools cannot afford school facilities and hence children drop out.

Early Pregnancy leads to School Drop out

I. Early pregnancy leads to school drop out

II. Girls who get pregnant are expelled

III. Girls who get pregnant early leave school before they are discovered.

IV. Girls who perform poorly in class are likely to get pregnant

V. In our school we have girls who have dropped out due to early pregnancy.

Appendix III: INTERVIEW GUIDE FOR THE TEACHERS

. Comment on the following statements

- I. Children leave school to take of HIV positive relatives
- II. Infected children drop out of school
- III. Children have lost their parents to HIV and hence drop out
- IV. Aids has deprived education of good teachers
- V. Children drop out of school because of poverty
- VI Because of poverty parents cannot afford to provide for children's school needs.
- VII. children have to work to make ends meet
- VIII girls are married off early because of poverty
- IX. Schools cannot afford school facilities and hence children drop out.
- X. Early pregnancy leads to school drop out
- XI. Girls who get pregnant are expelled
- XII. Girls who get pregnant early leave school before they are discovered.
- XIII. Girls who perform poorly in class are likely to get pregnant
- XIV. In our school we have girls who have dropped out due to early pregnancy.

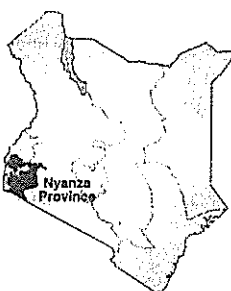
Appendix IV: FOCUS GROUP DISCUSSIONS

Comment on the following statements

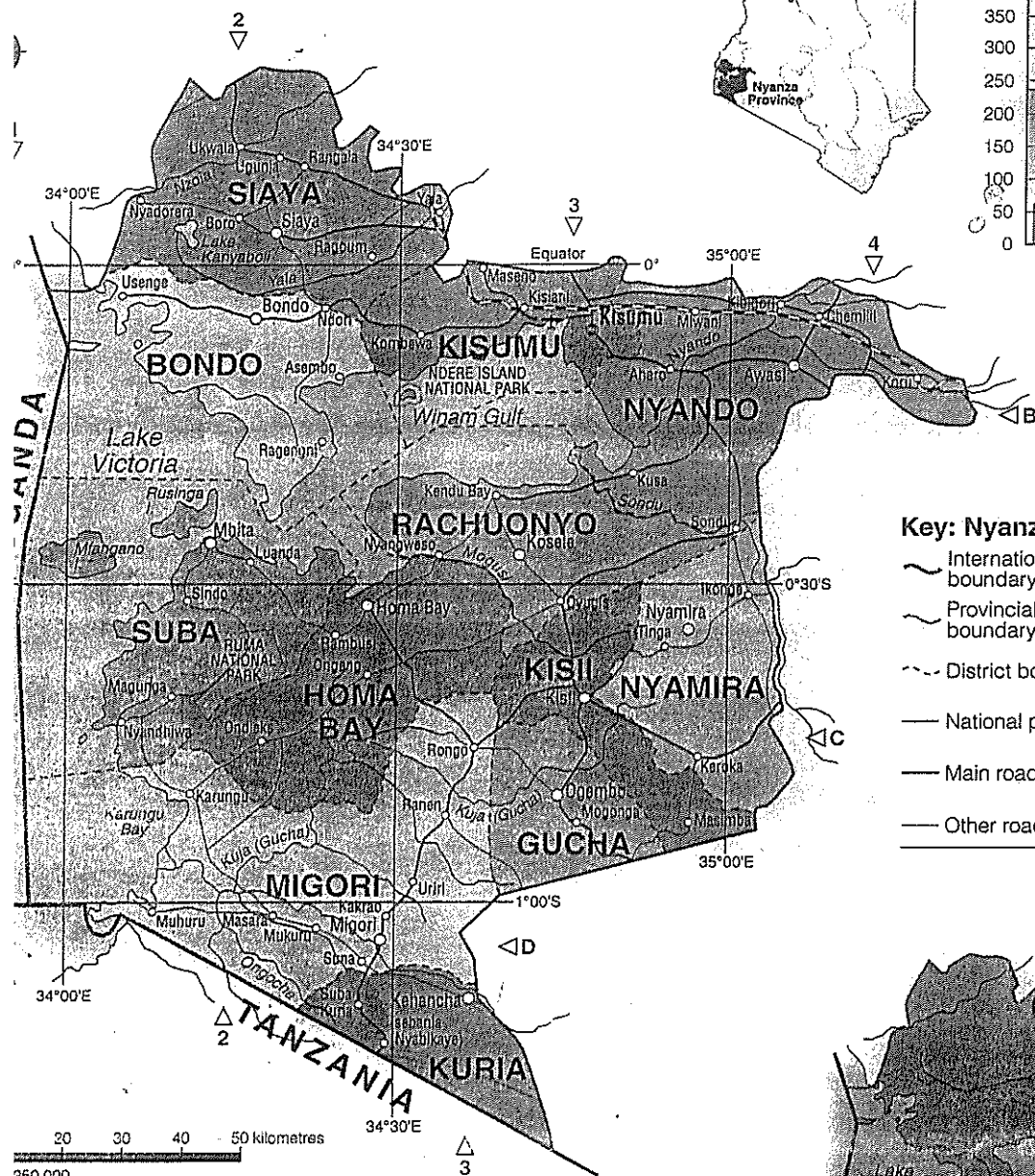
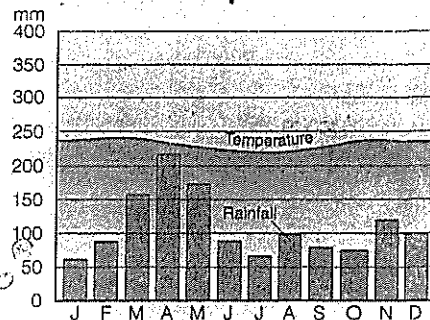
- I. Children leave school to take of HIV positive relatives
- II. Infected children drop out of school
- III. Children have lost their parents to HIV and hence drop out
- IV. Aids has deprived education of good teachers
- V. Children drop out of school because of poverty
- VI Because of poverty parents cannot afford to provide for children's school needs.
- VIII. children have to work to make ends meet
- VIII girls are married off early because of poverty
- IX. Schools cannot afford school facilities and hence children drop out.
- X. Early pregnancy leads to school drop out
- XI. Girls who get pregnant are expelled
- XII. Girls who get pregnant early leave school before they are discovered.
- XIII. Girls who perform poorly in class are likely to get pregnant
- XIV. In our school we have girls who have dropped out due to early pregnancy.

Nyanza Province

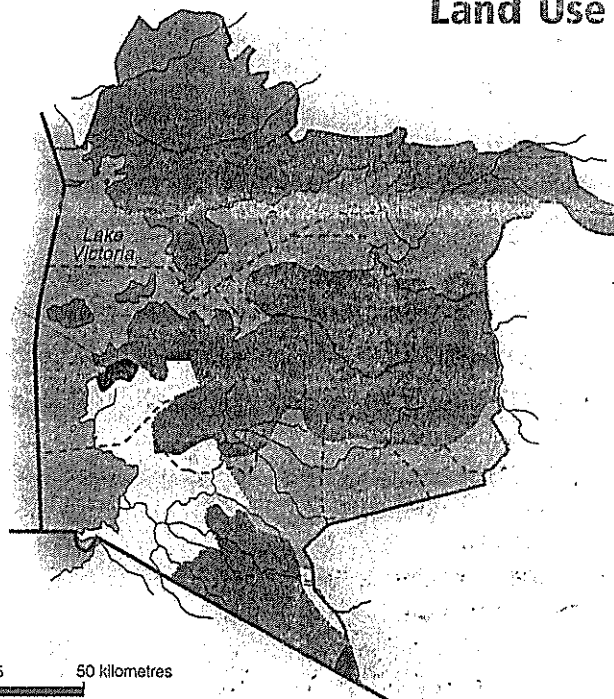
Location Map



Rainfall and Temperature in Kisumu



Land Use



Statistics

Area = 12 547 km²
 Population 1989 = 3 507 160
 Population 1999 = 4 392 196
 Population increase 1989-1999 = 25.2%
 Annual growth rate 1989-1999 = 2.3%
 Population density 1999 = 350 people per km²
 Urban population 1999 = 36.2%
 Population of major urban centres 1999:
 Kisumu 273 000, Kisii 61 000,
 Homa Bay 54 500
 Provincial headquarters = Kisumu
 Number of districts = 12

0 25 50 kilometres

Scale 1:2 100 000

Key: Land Use

