

**THE INFLUENCE OF SELECTED HOME BASED FACTORS ON  
PRIMARY SCHOOL DROP OUT, A CASE STUDY OF  
KAPROPITA SUB-ZONE BARINGO DISTRICT,  
KENYA.**


**BY  
CHELAGAT JEPKEMBOI  
BED/10099/52/DF**

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## DECLARATION

I declare that this research report is my original work and has not been submitted to any university for any award where the works of others have been cited acknowledgement has been made.

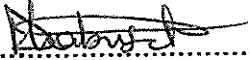
Signature .....  ..... Date ..... 30/09/09 .....

CHELAGAT JEPKEMBOI

BED/10099/52/DF

### APPROVAL

This report has been submitted for examination with my approval as the university supervisor.

Signature  .....

Date 30/09/09 .....

**Mrs. TALIGoola DEBORAH  
SUPERVISOR**

## **DEDICATION**

I dedicate this piece of work to my dear Husband Evans Kibet who tirelessly supported me in prayers, encouragement and more so financially. He contributed a lot all the time through out the three years of my study. My dedication also goes to my parents for their support both financially and allowed my younger sisters to look after my children during my absence.

It also goes to my brothers and sisters. May God bless you abundantly. This gave me peace of mind as I was pursuing my degree course in Kampala International University.

Special dedication to my beloved children Anelka Kipyegon, who took care of the young ones and worked hard at school. Kenton Kipsang who cracked jokes when I was busy working on my research breaking the monotony. Linet Jamatia who preserved so much and missed me during my absence since I left her when was very young. I thank them all most sincerely for their patience and assistance they offered me.

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## ABSTRACT

*The essence of high achievement in Education can not be over emphasized. A citizen of the modern world needs a level of literacy that would make one a useful and meaningful member of the society. This is because it helped in national development and individual self-fulfillment. Despite the government of Kenya and other stakeholders effort to achieve parity conditions in education participation country wide, there still exist remarkable imbalance especially in the rural areas and particularly in some communities where cultural values strongly persist. This also applies for the people that live in Kapropita sub zone. Cases of school drop out are becoming alarming in this zone and have posed a lot of concern both to the community and the government. The purpose of the study was to determine the home based factors that contributed to the school drop out in the zone. Survey research design was used because it sought to determine and report things as they were. Random sampling was used to select 80 out of 120 schools dropouts from the six primary schools of Kapropita sub zone. Purposive sampling was used to select the six primary school head teachers, local chiefs, councilors and all the University students and graduates from the community. The research instruments to be used were a questionnaire and interview schedules. Piloting was done in one school where the study was to be conducted. The data obtained was analyzed using qualitative and quantitative methods. Using quantitative method, means, averages, percentages and frequencies would be corrupted. A qualitative analysis technique was used where the frequency of responses obtained using the interview schedules and focused group discussion guides were obtained. This study is expected to help the community living in this zone and encourage them to take education of their children seriously. It is also expected to guide locally established Non-governmental Organizations such as World Vision International and other groups like schools, parents and the government in understanding the need to come together and help promote standard of education in this sub zone of Kapropita also to help learners who are able to access education to get it, pursue and complete primary, secondary and even University education where possible.*

## DEFINITION OF TERMS

**Girl child** Refers to the female child pursuing primary school education

**Poverty** Refers to lack of income and the inability to meet basic needs and fund education.

**Home based** factors refers to the factors

**Household head** refers to the senior member of family who makes key decisions and whose authority is acknowledged by all members.

**Gender disparities** is the disparities in performance of tasks by boys and girls and how these affect their school performances

**Role model one** who can be imitated for either good or bad deeds

**Gender** refers to the ideas that individuals communities and society have created about what it means to be a boy or a girl, a man or a woman

## ACRONYMS

<b>CDF</b>	Community Development Fund
<b>MOE</b>	Ministry of Education
<b>NGO's</b>	Non-governmental Organizations
<b>WVI</b>	World Vision International

## **CHAPTER ONE**

### **1.0 Introduction**

Education plays a key role in human development, through acquisition of skills and knowledge for the enhancement of people's capabilities to effectively improve their well-being and actively participate in Nation building (United Nation Development Programme) (UNDP, 2002). It also improves the productive capacity of labor. Professor Harbon (in Tum, 1996), Harbson argued that human resources are positive factors of production, human beings are the prime agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry out national development.

Commenting on the same, (Moi 1986) Kenya's retired President observed that an ignorant nation is a dangerous state. For ignorance is a debilitating disease. Ignorance lowers the potential output of the community because low education attainment is a potential depress unto the national progress.

Education produces the nation's essential man power, uplifts responsibility of the individual and communal understanding of people and effects aspirations regarding the range of goods and services. The concept that investment in human capital promotes economic growth actually dates back to the time of Adam Smith and the Classical economists who emphasized the importance of investing in human skills. In the 1960's (Scultz, 1961) and (Denison, 1962) showed that education contributes directly to the growth of national income by improving skills and productive capacities of the labor force. Recently the World Bank has expressed renewed interest in human development particularly in education as reflected in its World Development Report (1980).

Drawing on research by Hicks (1980) and Wheeler (1980), this report reaffirmed the importance of education in promoting economic growth. Further analysis by Hicks confirms the existence of a relationship between economic growth and human resource development as measured by literacy and life expectancy. Education yields direct and indirect benefits both to individuals and society. The most direct benefits are that educated workers receive higher income than less educated. For society it is the higher productivity due to higher national income. Access to education remains uneven, the quality of education is often poor and many people can not even afford to provide even the basic education for those who want the opportunity.

Fields in Psacharopoulos and Wood-Hall (1985) finds considerable differences in the provision of education classified by sex, socio-economic background, urban and rural areas and also race, language and religion.

GOK/UNICEF (1992) notes that even though parity between boys and girls is only 6 points away (44%) for girls, gender disparities in Kenya schools exist in a number of districts. Further more, the current cost of education prevents further investment. Meaning high rates of wastage including both repetition and drop-out psacharopoulos (1985).

In Baringo's district education sub sector, reduction strategy paper (BRSP) report 2001-2004, Baringo's sub sector is characterized by low enrolment levels and high drop out rates, serious cases of gender imbalance coupled with high cost of education. In the district, majority of the illiterate members of the adult population are women (Baringo district development plan 2002-2008).

It is for that reason that the 2000 world education forum in Dakar Senegal the most urgent priority was to ensure access to and improve the quality of education for girls and women by removing obstacles that hamper their active participation

(UNICEF, 2003) especially in the ASAL areas, and Baringo district is one of such areas. There is therefore need for parents to change their attitude towards education so as to be able to fully offer support for their children.

Parents should be able to get away with gender disparity, support education programmes and work hard so as to be able to obtain income to curb food insecurity, be able also to buy basic necessities for their children.

### **1.1 Background information**

Kapropita sub zone is located in the central part of Baringo district rift valley province in Kenya. It is one of the four zones of Kabarnet division an area of medium attitude. This sub zone covers an area estimate of 640 km<sup>2</sup> with an estimate population of 50.000 which is sparsely populated due to the hilly terrain.

The number of secondary schools in this area are five. Two boarding schools Kapropita girls high school and Kabarnet boys high school. There are three day schools, Kaptimbor, Kewamoi and Riwo day school. The primary schools in these zones are seven in number all being mixed. These are Kapropita, Kiboi, Kapsoo, Kiptilit, Riwo, Bokorin and Tilelon. Cases of primary school drop out can be traced back to the start of priary education in the district in 1976. However there has been an increase with increase in population and with the change of the Kenyan system of education to 8-4-4 system.

Enrollment in the period between 2000-2006 showed that out of 1800 pupils who were enrolled is standard one in the primary schools, 300 had dropped of school by standard seven which accounted for 13.3%. this is a problem that has not been explained. The study therefore looked at selected home based factors that may have contributed to this phenomenon.

## **1.2 Statement of the problem**

The cases of school drop out being very rampant in this sub zone has posed a big problem. Some of the aspects that permit of cause school dropouts are a major concern to the society at large because the effects are always wide and need to be addressed. Concerning the age factor and low level of maturity, most school dropouts are aged between 14 and 18 years. These students end up not accomplishing some important part of their lives. For example some engage in drug abuse, some enter into early marriages, the level of poverty tends to increase not forgetting diseases like HIV/AIDS that have really been caused to spread. The study seeks to establish the relationship between the number of pupils enrolled and those that drop out of school such that at the end of schooling, few students complete school. The study will help reveal the ways parents contribute to the children drop out.

## **1.3 Purpose of the study**

The purpose of this study was to establish the influence of selected home based factors on primary school drop out in Kapropita sub zone in Baringo district.

## **1.4 Objectives of the study**

The study sought to achieve the following objectives

- To find out how child labor has contributed to pupils dropping out of school
- To establish the extent to which early marriages and early pregnancies among school girls due to family instability have contributed to school drop out.
- To determine whether there is a relationship between poverty and school drop out



## **1.5 Research questions**

In order to address the above objectives, the following research questions guided the study.

- i. To what extent has child labor contributed to pupils dropping out of school?
- ii. To what extent has early marriages and teenage pregnancy contributed to school drop out?
- iii. Is there a relationship between poverty and school drop out?

## **1.6 Significance of the study**

The study is expected to help in reducing the number of school drop out especially at tender age. This is because education is the major aspect of fighting ignorance, poverty and disease hence the need for every child to achieve higher education. It is expected that the study will guide the locally established Non governmental organizations (NGO's) especially World Vision International, CCF and Inter aid among others in funding education in the area as they complement the government and other stakeholders in financing primary education.

## **1.7 Scope of the study**

The study covered the whole are of Kapropita sub zone about 640KM<sup>2</sup> six out of the seven schools were covered one being a piloting station. It sought to establish the influence of selected home based factors on school drop out

The study started in September 2008 and ended in November.

## **1.8 Limitations of the study**

The limitations of the study included translation of some words from Kalenjin English where meanings of some words lost. Another limitation was the nature of the terrain that caused a lot of use of time in doing the research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter comprises a summary of literature on primary school drop out in Kapropita sub zone and the general situation caused by home based factors. It finally represents an explanation and conceptual framework for this study.

Majority of African countries report increasing school drop out rates in primary schools (UNESCO, 2005). Girls participation especially in some communities remain unresolved and parts of the country. This is because the society believes that if they educate the girl all the benefits will go to the husband's family.

Roles of female and males in communities are determined by culture, appropriate sex roles are learnt in the society and the society in turn expects boys and girls to behave differently (Lynette, 2003). Apart from these factors, there are many other factors that contribute to school drop out in Kapropita sub zone.

#### **General information of Kapropita sub zone**

Kapropita sub zone is located in Kapropita location in Baringo district in rift valley province Kenya. About 300 km away from Nairobi, located about 45° North west from Nairobi town. It is located between Nakuru-Eldoret roads. It borders other sub zone of Kabarnet division like Salawa, Sacho and Mochongoi sub zone. It is located about 25km from Parkera irrigation scheme and 40KM from Lake Baringo and Lake Bokori.

In Baringo district poverty reduction strategy paper, the districts population 84% of the physical area is under ASAL (Republic of Kenya, 2002). The area whose ecology is fragile and susceptible to frequent droughts generally has an altitude of

about 100m above sea level and rainfall of 750mm-950mm per annum. It has an average temperature of about 26 centigrade (JICA/MOARD, 2002).

According to Derrick (1978) an estimated 86% of economic life of people in this division is derived from small scale dairy farming and subsistence farming, while the lower parts of the zone entirely keep livestock such as goats and local cattle.

### **Primary education in Kapropita zone**

There are seven primary schools in this zone namely, Kiboi, Kapropita, Kapsoo, Kiptilit Riwo, Bokorin and Tilelion (JICA/MOARD, 2002) observed that there exists gender disparity in primary school participation in these schools to the disadvantage of the girls. The following table shows the enrollment of boys and girls to these primary schools in the year 2004-2005 from Kapropita sub zone.

### **Economic factors**

Economic factors are those related to the cost of education, income potential of parents, guardians and other financiers of education and the prospects of employment opportunities that in one way or another influence the access, retention and completion of education.

### **Cost of education**

Dietary writing in Malaysia in World Bank (1991) observed that the parents weigh cost of education against potential benefits where there is high income elasticity of demands for girls than boys.

### **Poverty**

According to common wealth education found (CEF, 2004), schooling is less affordable for the poor and that this very fact leads to reduced demand for schooling among the poor. The non governmental organizations (NGO) council in (CEF, 2004) observed that for the poor, basic survival necessities are so vital that

they spend most of their income on food, and education become a second consideration. It is apparent from this that the poor spend much more of less money they get on food more than education. High levels of poverty due to harsh environment plays a very negative role in increasing school drop out specially girls and most parents are interested in educating their children but the problem is lack of finance to meet the cost of education (CEF, 2004).

United Nations (UN) common country assessment of Kenya (2001), observed that in the face of competing priorities, the top priority of families is to stay alive rather than send their children to school and that the burden of the cost of education on parents places children at a greater disadvantage (UN, 2002). Each year, majority of primary school leavers is unable to secure places to the public secondary school due to poverty and especially where the cost of private school is high (UNDP, 2002). This is probably the case in Baringo district whose 2002 estimated percentages of individuals living in object poverty was 62%. The cost of education may be beyond these people's practical economic means.

According to the Republic of Kenya (2003) generally wastage is attributed to low economic growth rate, equity of resource endowment for different regions, inhabiting cultural in practices which do not favor the retention of the girl child in school, high poverty level that are compounded by drought and famine especially in ASAL area and high cost of education. It is important to appreciate that not all children are out of school due to poverty (Republic of Kenya 2003). Some communities and parents have become indifferent to education especially in areas where those who have gone to school become unproductive or young dependants as in most communities in ASAL Areas.

### **Early marriages among underage girls**

Most of the researchers point out that early marriage is one of the chief reasons why girls in some districts drop-out early from school. We have read quite

shocking press report of underage girls being forced into marriage often to old men, by their parents as a way of raising income for the family.

Traditional practices such as circumcision contributes so much to school drop out. Traditional practices teach teenagers cultural responsibilities and do not put much stress on importance on education. A report that appeared on Kenya music festival magazine (MOEST, 2000) says "even though 49% of girls get enrolled at standard eight, about 60% of the girls have dropped out of the system. Only about 40% of them reach and complete standard eight of these that continue to secondary education, about 20% drop out before reaching form four". This nation wide campaign of education of the girl child through the Kenya Music festival reveal that out of 49% girls who enrolled in standard one, only 20% reach from four and the rest drop-out. Despite concerted efforts by the government and non governmental organization, female marriages still reign on some tribes in the country.

### **Teenage pregnancies**

Early pregnancy is a factor that contributes largely to drop-out in school girls. A researcher estimates that more than 80% cases of drop out in girls are as a result of pregnancies. At primary school level, girls start dropping out as early as in standard four. Unfortunately older members of the society are in most cases responsible for the pregnancies. In those societies where women are still viewed in a traditional setting, parents do not see any need for girls education. When a girl drops out of school due to pregnancy. It becomes nobody's bother to educate such a girls (GOK, 2000). In Kwale and Homa-Bay- Migori and Baringo for example, enrollment of girls in standard 1,2,3 is reasonably high, average of 46%. By the time a cohort reaches standard 8, however, more than 50% of the girls have dropped out (MOE, 1996). This is an indication that more girls drop out than boys.

### **Child labour**

Child labour remains a major challenge to free primary education in Kenya. Researcher reveals that poverty is one of the leading reasons to pupils drop out in primary schools. Some parents force their children to drop out of school to look for labour to subsidize their family income (Koech, 1996).

Following an increasing number of orphans due to HIV/AIDS pandemic, most pupils are now venturing into labours to support members of their family. While discussing perspectives in poverty, Shostak and Gomberg (1965) said home conditions may lead to some students dropping out of school before completing the course. One of the major home conditions that may lead to reinforcement observed in poor families and parents do not motivate their sons and daughters to take an interest in school. Desperate parents finally pull their children out of school, or the victim students voluntarily drop out and look for occupation. This reveals that poverty forces minors to seek for odd jobs, which as a result affect their retention in school.

### **Lack of guidance and counseling**

There is parental negligence to guide and counsel their children. Sometimes, parents are so occupied by their daily routines, employment and business to the extent that they no longer dare to know what goes on in school where their children learn. Such children may have a field day and end up pretending that they reach school when actually they do not. This happens due to lack of guidance and counseling by their parents, some parents believe that it is the responsibility of the teachers to guide their children at school. Teachers on the other hand see the children's bad behavior as leading to school drop out and blame parents for not guiding and counseling their children. Rather than punishing pupils, schools should devote more time and money to develop the guidance and counseling departments (Okinda and Owuor, 1995).

### **Gender disparity**

Republic of Kenya (2003) notes that despite the significant progress that has been made towards bridging gaps in basic education, gender disparities are apparent in some regions and in post primary school levels. However in Kenya, there is gender disparity between ASAL and other (Common wealth education fund, 2004) also observes that there is no doubt that the ASAL's have lagged behind in enrollment, participation of all the gender and critically the girls and performance in National examinations (Michura 2001). There is gender imbalance in education in pastoral communities because traditionally girls are more involved in household.

### **Illiteracy among parents**

Kings and below in World Bank (1991) indicate that in Peru, maternal education matters more for daughters and paternal more for sons but the father's presence in the family matters more for daughters.

Studies in Ghana show that maternal education is the main influence on children's schooling whether for boys or girls but the effect on girls is twice as great.

According to Moi (1986) the influence of motherhood flourishes because women are always the number one educators of every nation. Their influence on all children is paramount, even before birth. They educate their children at every stage even when the children have become fatherless. This point indicates the significance of women's education because illiterate mothers can only produce an illiterate nation. When parents themselves lack education, they may be reluctant themselves to challenge tradition to educate their daughters (Hycle in World Bank, 1991).

### **Positive role model**

According to World Bank (1984), the effect of positive role model for girls significant where girls with old sisters who passed the examinations are likely to perform well. Parents themselves also play a very crucial role in becoming positive

role models to their children. It has been observed that in families where drunkenness exist, in most case children become like their parents. Parents who do not value education and knowledge influence the attribute of their children in future towards education.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter constitutes the research design, population studied, the population sample size and sampling procedures, research instruments, data collection procedures and data analysis.

#### **3.1 Research design**

The research design used for this study was descriptive survey. This design enables the researcher to obtain the existing conditions, relationships opinions held, trends developing (Best Kahn, 1993: Abagi, 1977) among others in a social set up. This research design was therefore chosen because it made the researcher to obtain information that describes the existing phenomena of school drop out in the zone of Kapropita.

#### **3.2 Population of study**

The population of the study constituted a sample of 80 school drop out sampled from the 120 present.

Kapropita primary school	30
Kapsoo primary school	28
Kiptilit primary school	18
Tilelon primary school	5
Bokorin Primary school	10
Kiboi Primary school	10

It also included the area of chief and councilor from Kaprotita sub zone. Six head teachers all the university students and graduates from the area.

### 3.3 Sample size and sampling procedures

A sample of 80 school drop out was selected from a population of 120, using proportionate sampling. The percentage proportion of 80 school drop outs in the six schools was determined as indicated in the table below:

**Table 1: Showing the number and percentage portion of school drop outs in Kapropita Sub Zone**

School	No of drop out	percentages
Kapropita primary school	30	25
Kapsoo primary school	28	23.3
Kiptilit primary school	18	15
Tilelon primary school	5	4.1
Bokorin Primary school	10	8
Kiboi Primary school	10	8

**Source: field data 2008**

In the respective schools, random sampling was used to obtain the above sample size from each school using their class registers. The names were listed of all the six schools on small card and put in a box. After shaking thoroughly, the required number of cards were picked at random one after the other. Purposive sampling was used to obtain the chief, councilor, university students and graduates in Kapropita sub zone. The number selected after was 32.

### 3.4 Research instruments

Student's response questionnaire, two interview schedules and a focused group discussion guide to collect the information. The use of a questionnaire was preferred because it was time saving and allowed for the collection of data from a relatively larger number of student dropouts.

According to Bell (1993) and Kane (1995) they are least costly and easy to quantify and summarise the results. The student response questionnaire comprised of 12 descriptions of factors possibly influencing the school dropouts and which shared the same set of five-likert type scale. The likert type scale comprised five (5) response categories namely;

SA    Neutral                      D    Disagree                      SD    Strongly/disagree

### **3.4.1 Piloting**

To determine whether the items in the student response questionnaires and the primary school head teachers interview schedule had the same meaning to all respondent , provided the required information and establish the time taken to administer the instrument, piloting was done in Riwo primary school for the two instruments. Riwo has 8 girls (6.7% of the 120 drop out). They were not involved in the main study. The respondents were allowed to make comments concerning clarity of instructions, clarity and relevance of the questions in the student questionnaire to enable the researcher identify sensitive, confusing biased and annoying items so as to revise the items in the research questionnaire.

### **3.4.2 Interview schedules**

The two interview schedules were used to get information from the primary school head teachers and the university graduates from the sub zone. Interview schedules were selected because they give an opportunity for the collection of in-depth data, ensure high response rate and encourage naturalness of the situations since the researcher comes face to face with the respondent (Bell, 1993). The respondents were able to express their views and ideas freely while the researcher probed for adequate elaboration of the issues at hand.

### **3.4.3 Focused group discussion guide**

The focused group discussion guide was used on the location chief and councilor. It was meant to gather further information in regard to the study problem. The interview schedules and the focused group discussion guide were given to specialists in the department of curriculum, instruction and education management for validation.

### **3.5 Data collection**

The researcher made prior arrangements with the schools administration of schools concerned to recall their students who had dropped out. Each school was visited on a separate date. Before administering the questionnaire, the researcher explained to the respondents the purpose and significance of the study. The university students and graduates from the community were interviewed at their convenient time and place as agreed upon with the researcher. The focused group discussion was organized at appropriate time to the chief and councilor. Kiswahili language was used during discussions and the researcher translated the responses into English and recorded then. Interviews, focused group discussions and observation was used to obtain in depth detailed using questionnaire on view opinions and perceptions of the respondent's in relation to the study problem.

### **3.6 Data analysis**

In this study the data collected using the questionnaire was coded in a manner that facilitated quantitative analysis. It was analyzed and tabulated using descriptive statistics such as means, frequencies and percentages. The bulk of the qualitative data in form of field notes obtained from interviews, focused group discussions and observation was put into various categories according to the major themes of the study. It was then analyzed deductively that is putting the data in categories per themes of the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION**

#### **4.0 Introduction**

The major purpose of this research was to establish the home based factors that contributed to school drop out in Kapropita sub zone in Baringo district. The following objectives guided the study:

- To find out how child labour has contributed to child dropout in primary schools.
- To establish the extent to which early marriages have contributed to school dropout.
- To determine whether there is a relationship between poverty and school drop out

This chapter presented the data that were collected from the field, analyzed and interpreted it.

#### **4.1 Background information**

##### **4.1.1 Total enrollment of children in schools**

It was important to establish the ratio of boys to girls who enrolled in the six schools for the past four years beginning 2004-2008.

**Table 2: Showing the ratio of boy and girls**

Primary school	Boys					Girls				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Kapropita	40	51	49	37	29	42	41	34	30	29
Kapsoo	25	20	26	21	19	15	14	14	18	20
Kiboi	20	16	14	17	19	12	14	12	15	18
Kiptilit	27	18	15	21	20	16	15	20	14	14
Bokorin	12	10	12	11	09	08	10	10	10	12
Tilelon	11	09	15	14	11	12	11	11	14	10

**Source: Administrative data**

Looking at the results the number of boys is higher for all schools than for the girls. There is generally some gender disparity, schools that are near to the road have more pupils enrollment such as Kapropita primary school, Kapsoo and Kiptilit. The interpretation here is that there is a problem of boy children being favoured than girls to begin school.

#### **4.1.2 Ratio of boys to girls who dropped out of school between 2004-2008**

**Table 3: Showing dropout situation of students in the schools 2004-2008**

Primary school	Boys					Girls				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Kapropita	6	4	5	8	10	7	10	11	9	12
Kapsoo	2	2	0	3	5	0	4	0	4	6
Kiboi	0	0	3	1	2	1	0	2	0	1
Kiptilit	4	2	3	2	1	3	6	1	2	1
Bokorin	1	1	1	0	1	4	0	1	2	1
Tilelon	0	2	1	0	1	2	2	2	4	1
<b>Total</b>	<b>13</b>	<b>11</b>	<b>13</b>	<b>14</b>	<b>20</b>	<b>17</b>	<b>22</b>	<b>17</b>	<b>21</b>	<b>22</b>

**Source: Filed data 2008**

According to table above, in Kaproprita primary school 33 boys dropout of school compared to the 49 girls. In the four years Kapsoo, the number of boys who dropped out was 12 compared to the 14 girls during the period of four years. Kiboi primary school registered 6 boys dropping out of school and only 4 girls. Kiptilit recorded 12 boys dropping out of school and 13 girls. Bokorin had 4 boys dropout of school during the period of four years compared to the 8 girls. And Tilelon had 4 boys drop out compared to the 11 girls. The total number of boys who dropped out in the six schools was 71 compared to the 99 girls. The ratio of boys to girls was therefore 0.71:1 in the past four years. This finding showed that indeed there was the problem of children dropping out of school and the worst hit schools were Kaproprita, Kapsoo and Kiptilit.

## 4.2 General reasons why pupils drop out of schools in Kaproprita

**Table 4: Showing reasons why pupils drop out of schools in Kaproprita**

Reasons for dropping of school	Strongly Agree	Not sure	Agree	Disagree	Strongly Disagree
Lack of guidance and counseling	9	2	2		
Child labour	7	5	4		
Lack of future employment prospects	4	5	5	1	2
Levels of parent education	6	4	7		2
Lack of role model	8	1	1		
Early marriage	8	4	5		
Family disputes	10	5	6	2	1
Lack of parental discipline	7	5	4	1	2
Poor attributes towards education	4	4	2	1	
Extended families	6	3	6	1	1
Domestic chores	4	4	2	1	1

**Source: Field data 2008**

Of the case of school dropouts sampled in the above table, higher percentage of school dropout was due to family disputes and lack of guidance and counseling.

The respondents accepted early marriages also to be a leading parent's negligence to discipline their children was another major cause.

According to the sampled results, it reveals that the following are the major causes of pupils dropout in Kapropita sub zone; Family disputes, lack of guidance and counseling, early marriages, lack of role model, child labour, lack of parental discipline, extended families, levels of parent education, domestic chores and lack of future prospects for employment.

Responses obtained from university students and graduates of Kapropita zone, most girl drop out of school due to early marriages, pregnancies among girls, child labour by parents, lack of guidance and counseling and lack of role models.

The enrolment situation is high but those who complete school may only be around 67% of the total population enrolled. Some of the economic factors accounting for high drop out in Kapropita include; poverty, lack of basic needs, cost of education, future employment prospects, Non Governmental organization concern. The measures that can be taken to boost the enrolment, access and completion of school among pupils;

- Start income generating projects through the assistance of NGO's such as the World vision International.
- Schools and churches around to organize for guidance and counseling sessions
- Parents to be taught the importance of education in Barazas

Responses obtained from secondary school head teachers on the reasons for school drop out in Kapropita sub zone.



### **4.3 The extent to which child labour has influenced children to drop out of school**

Koech (1996) expressed concern about child labour as the major challenge to education. According to this research many children have to work for small amounts of money to subsidize the family income. In this study the respondents rated the influence of child labour on school drop out.

**Table 5: Shows the respondents rating of the child labour and how it influences school drop out**

<b>Child labour has caused children to drop out school</b>	<b>Frequency</b>	<b>Percentage</b>
Severe	6	18.7
Average	19	59.3
Mild	5	15.6
Disagree	2	6.2
<b>Total</b>	<b>32</b>	<b>99.9</b>

**Source: Field data 2008**

Findings in the table above showed that 6 respondents rated child labour as severe in influencing children to drop out of school. 19 of them rated it average, while five of them rated.

### **4.4 The extent to which early marriages and teenage pregnancy have contributed to school drop out**

Government of Kenya carried out a research on school dropout, the findings showed that girls were dropping out of school due to pregnancies while others were being married off by their parents.

**Table 6: Shows the respondents rating of early pregnancy and marriages on school drop out**

<b>Early pregnancy/marriage cause drop out</b>	<b>Frequency</b>	<b>Percentage</b>
Severely	17	53.1
Average	11	34.3
Minimal	4	12.5
Disagree		
<b>Total</b>	<b>32</b>	<b>99.9</b>

**Source: Field data 2007**

According to the above findings over 50% of the respondents agreed that many girls have drop out of schools because of being married off while others had become pregnancy. To them the problem was severe. 34% of the respondents however rated it as average, while 12% thought it was minimal and none of the respondents disagreed. The findings also agree with what Government of Kenya had established in their study of 2000 about school drop out.

#### **4.5 The extent to which poverty has influenced school drop out**

CEF (2004) reported that schooling was less affordable and that it was the very fact that has reduced the demand and interest in education. Poor parents can not afford scholastic materials for the children in school.

**Table 7: Showing the respondents rating of the influence of poverty on school drop out**

<b>Influence of poverty on drop out</b>	<b>Frequency</b>	<b>Percentage</b>
Very much	18	56.2
On average	13	40.6
Minimal	1	3.1
Disagree	-	
<b>Total</b>	<b>32</b>	<b>99.9</b>

**Source: Field data 2008**

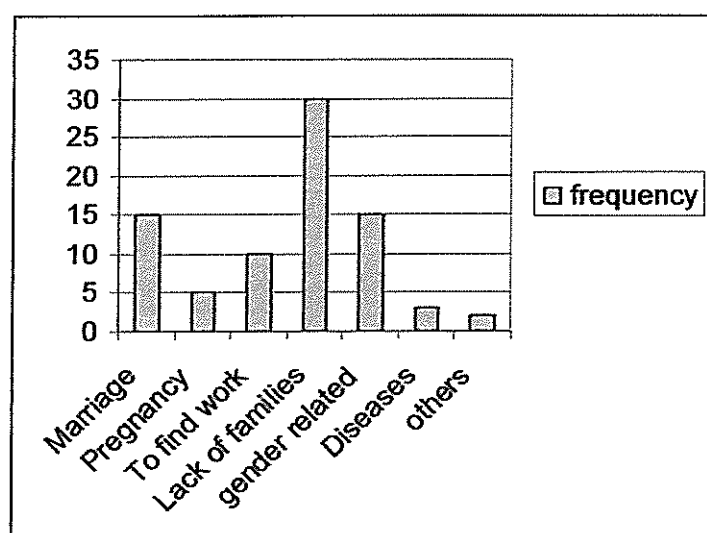
From the above going analysis 56% of the respondents agreed that poverty has greatly influenced school dropouts. 40% however rated the influence as average; only 3% of them rated it as minimal and disagreed.

The above finding agrees with the (CEF, 2004) report children are actually dropping out of school because of their parents can not afford to buy them the books and uniforms.

#### 4.6 Reasons given by the school dropped outs which forced them out of school

A number of reasons were given by respondents as to why children dropped out of school.

**Figure 1: Shows reasons why children dropped out of school**



**Source: Primary data 2008**

The drop out responses were categorized into seven. The analysis shows that 15 children dropped out because their parents had to marry them off. Five of them because pregnant, ten of them had to find work to support their families. Thirty of them claim their families had insufficient finances to support their education. Three children said they left school because of diseases while the two had because they did not want because they thought they were wasting time. Fifteen

of them shared that they had to remain at home because their male siblings had to attend school.

### **Interpretation**

The above analysis contained first hand information about the extent to which the home based factors had influenced school drop out. Early marriages gender preference and teenage proved to have a significant influence on school drop out. Poverty related factors such as child labour and lack of finances equally significantly influenced drop out while disease had a minimal impact.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

In the previous chapter on analysis and interpretation were made to establish the impact of home based factors on school drop out. In this chapter a summary was made on what was established about the influence of the factors.

#### **5.1 Summary of findings**

##### **The extent to which early marriages and pregnancies affect school drop out**

In the findings 50% of respondents rated early marriages and pregnancies as a factor which greatly influences early child school drop out. School drop outs also contributed that they had left school because of being married off. This proved another greater challenge of school retention. This however was being perpetuated by the influence of poverty. Parents were marrying off their young daughters to get bride wealth and similarly girls were become pregnant because they were living in hardships at home.

##### **The extent to which poverty affected school drop out**

Analysis of this objective also indicated that half of the respondents rated poverty as very much in influencing school drop out. To consolidate on this finding the school drop outs also shared that some of them are not in school because their parents could not offer financial support for their education while others had been kept at home because they wanted boys to attend school with the little that was available. To the greatest extent poverty was greatly affecting children to drop out of school.

## **5.2 Conclusion**

Education is a priority for all children but it has been realized that there are a great number of factors based in homes which are preventing children from accessing it. All these factors are however being influenced by the socio-economic status of parents. For as long as parents remain poor, the children will find difficulty in equitably accessing the basic education, which is one way to break this cycle of poverty. Poor parents will continue to pull their children from school to go and work and earn extra income for the family. For girls they will be married off while others will voluntarily marry to escape the hardships of poverty. Poverty therefore has the greatest influence on school dropout.

## **5.3 Recommendations**

The recommendations given are based on the research findings:

Pregnancies among primary school girls can be addressed by teaching family life and sex education. The girls who fall victims of unwanted pregnancies while in school should be encouraged to resume their studies after one year of delivery. The girls parents should be advised to understand the situation and accept to look after the baby.

Early marriages should be curbed by creating public awareness on the child rights. Those who are married off without their awareness due to their underage should be brought back to school. Collaboration with the Ministry of Education Officers (MOE) through the District Education Officers (DEO) and the Local authorities such as chiefs, community are to enforce law in regard to children rights to education.

Peer counseling be formed even in primary schools

Teachers to devote more time to develop guidance and counseling programmes

Children who have difficulties at their families in getting basic needs due to poverty should be supported through CDF.

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## APPENDICES

### Appendix I: Questionnaires for teachers

Dear fellow teacher;

I greet you all. I am a student pursuing my Bachelor of education in Kampala International University in Uganda. I am currently carrying out research in the area of home based factors on child school dropout. Any assistance you will give me, I will be very grateful. All you have to do is to fill in or tick where applicable.

#### Profile of respondents

Name

.....

Sex

.....

Age

.....

Where do you teach?

.....

When did you join the school?

.....

What is your highest level of teacher training?

First degree ☐

Second degree ☐

Diploma ☐

Certificate ☐

Do you have any plan for upgrading?

- Yes ☐
- No ☐
- Undergoing training ☐

**Factors influencing school dropout**

What do you understand by the policy of cost sharing?

.....

.....

What is good about the policy of cost sharing?

.....

.....

.....

.....

What is bad about the policy of cost sharing?

.....

.....

**Policy of curriculum content planning**

The content is not overwhelming to children

- Agree ☐
- Disagree ☐
- Not sure ☐

The primary school curriculum is appropriate for all learners

- Agree ☐
- Disagree ☐
- Not sure ☐

The primary school curriculum materials are gender sensitive to learners

- Agree ☐
- Disagree ☐

Not sure ☐

The primary school curriculum addresses gender issues

Agree ☐

Disagree ☐

Not sure ☐

### **Legislation against social customs that violate girl's rights**

Are you aware that girls rights are abused?

Yes ☐

No ☐

Are there any laws that protect girls rights while in school and at home?

They are there and are strictly observed ☐

They are there but they are not observed ☐

They do not exist ☐

I do not know ☐

### **Institution based handle girls in your classrooms**

How do you handle girls in your classrooms?

.....

.....

.....

.....

Do you think girls can be better than boys in class?

.....

If a choice was to be made on who should benefit from education whom would you chose (boy or girl or others explain)

.....

.....

**Society based influences on girl dropout**

What are some of the society factors that are forcing children out of school?

.....

.....

.....

.....

What are the effects of child initiations on children’s education advancement?

.....

.....

.....

.....

**Thank you very much**