

55<sup>v</sup>/<sub>1</sub>

**CAUSES OF PUPILS' DROPOUTS IN ILDAMAT  
SECTION, KAJIADO DISTRICT, KENYA**

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distance learning in partial fulfillment of the  
Award of Bachelor of Education  
In special needs of Kampala  
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## DECLARATION

I David Kuntai Kobaai, hereby declare that this entirely my original work and has not been submitted to any other university or any other learning Institution of higher learning for any award.

Signed .....

Date ..... 24/04/08

## CERTIFICATION

I David Kuntai Kobaai carried out research and wrote this dissertation under my supervision. The dissertations has been submitted for examination with approval as a university supervisor.

Signed .....  .....

Madam Kaizeri Dorothy  
(Supervisor)

Date ..... 24/04/08 .....

## DEDICATIONS

I dedicate this work to my wife Judith .L. Kuntai, daughter Yvonne Ntanin Kuntai and son Robert Meitamei Kuntai. You persevere my absentia during the school holidays, you have given me financial support and encouragement, and may God bless you all.

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<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
DECLARATION .....	i
APPROVAL .....	ii
DEDICATIONS .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	v
LIST OF FIGURES .....	vii
ABSTRACT .....	viii
<b>CHAPTER ONE .....</b>	<b>1</b>
1:0 Introduction.....	1
1.1 Background to the study .....	1
1.2 Statement of the problem.....	2
1.3 Objectives of the study.....	3
1.4 Research Questions.....	3
1.5 Significance of the study.....	4
1.6 Theory.....	4
<b>CHAPTER TWO</b>	
2.0 Literature review .....	7
2.1 introduction .....	7
2.2 The origin and development of the primary education in Kenya.....	7
2.3 An Overview of causes of dropout.....	9
2.4 social cultural factors affecting dropouts in Kajiado.....	11
2.5 Economic factors affecting dropouts in Kajiado .....	12
<b>3.0 RESEARCH METHODOLOGY.....</b>	<b>14</b>
3.1 DESIGN.....	14
3.2 Environments.....	14
3.3 Respondents.....	14
3.4 Instruments.....	14
3.5 Data collection procedure.....	14
3.6 statistical treatment data.....	15
3.7 Limitation of the study .....	15

## **CHAPTER FOUR**

4.0 Presentations, analysis and interpretations of the data.....	16
--	----

4.1 introductions.....	16
------------------------	----

## **CHAPTER FIVE**

5.0 Discussions, conclusion and recommendations.....	27
--	----

5.1 Discussions.....	27
----------------------	----

5.2 conclusions.....	27
----------------------	----

5.3 recommendation.....	27
-------------------------	----

5.3.0 Early enrolment.....	28
----------------------------	----

5.3.1 Retention.....	28
----------------------	----

5.3.2 Transition.....	29
-----------------------	----

5.4 further research.....	29
---------------------------	----

Bibliography.....	30
-------------------	----

Appendix A - transmittal letter from the zonal officer.....	33
---	----

Appendix B – Teachers questionnaire.....	34
--	----

Appendix c – Pupils questionnaire.....	38
--	----

Appendix D - map of research environment.....	41
---	----

Appendix E - introductory letter.....	42
---------------------------------------	----

Curriculum vitae.....	43
-----------------------	----

**LIST OF FIGURES**

Figure 1 social return to education by school level in developing

Countries.....6

Figure 2 a conceptual framework.....1



## ABSTRACT

The role of education in facilitating development across nations is well documented.

Equally agreed upon is the importance of basic education in society as whole, as determined by both social and private returns from primary education. Making education accessible to all is a major challenge to the governments, with the declining enrolment trends in Africa experienced since the 80's and the continents commitment to achieving the education for all (EFA) goal (Darar forum, 2000 and millennium development goals (MAGs)], primary education becomes a crucial issue and needs to be addressed urgently.

Strategies put in governments is an endeavor to realize these goals are varied. For Kenya the boldest move so far is the declaration of free primary education to all in 2003.

Enrolment in ASAL areas has been far below the national average.

Enrolment in Kajiado in 1999 was approximately 53% compared to the national average which has approximately 86%.

In Ildamat section enrolment is high in lower primary. From standard 4-8 the graph drops down wards indicating a dropout of pupils in those classes. The study employed descriptive survey methods to determine the causes of school dropouts

Based on the findings of the study dropout of pupils in Ildamat schools is contributed by so many factors.

They are social cultural, social economic, school related and student personality and characteristics.

The study recommended that;

- a) Create community awareness to stop negative cultural practices which contribute to pupils' dropouts.
- b) The school learning environment should be conducive to facilitate quality education which leads to quality grades. Pupils would also not repeat classes because of poor performance.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 BACKGROUND TO THE STUDY**

Ildamat location is found in central division, Kajiado district rift valley province, Kajiado district. It is located at the southern part of rift valley province. It's bordered by the republic of Tanzania to the south-west, Taita Taveta district to the south-east, Makueni and Machakos district to the east, Nairobi to the north-east, Kiambu and Nakuru to the north and Narok district to the west.

The district covers an area of 21,905.9 square kilometers divided among seven administrative divisions namely central, Isinya, Namanga, Loitokitok, Mashuuru, Magadi and Ngong.

The district is divided into seven divisions, 47 locations and 120 sub-locations. Politically the district is divided into three constituencies namely: Kajiado north, Kajiado central and Kajiado south.

These political units do not coincide with the administrative boundaries. The district has two local authorities namely: Olkejuado county council with forty-three (43) civic wards and Kajiado town council with six (6) civic wards.

Kajiado district has 589 pre-primary schools, 198 primary schools, 26 secondary schools, six youth polytechnics and one farmers training centre. Primary schools are under utilized in Magadi, but over utilized in high potential areas.

In 1992, there were 20,966 girls enrolled in primary school and 23,224 boys in the same year, there were 2,597 girls and 3,158 boys enrolled in secondary school.

The low secondary school attendance can be attributed to the traditional initiation rituals conducted at ages 12-14 years. Girls are often persuaded or forced to get married, while boys become warriors.

Educating young girls is still not considered important.

Ildamat location comprises of 3 primary schools they are all day schools. The enrolment rate is high in lower primary but as pupils progress the enrolment decreases. The completion rate is low; the researcher has worked as a head teacher in one of the primary schools. He is also the secretary of the Ildamat location education action group. The action group has addressed the issues such as access, retention and completion in Ildamat schools. The government through the ministry of education and the local

Non-governmental organization has championed the rights of the residents of Ildamat location who are pastoralist to participate fully in the education of their children. There are still a lot of hindrances that exist making completion rate a big challenge to the concerned stakeholders. This has necessitated the researcher to find out the causes of pupils dropout in the location.

The researcher's competency is undoubtable since his experience in the education sector as a head teacher would be paramount in producing excellent work.

## **1.2 STATEMENT OF THE PROBLEM**

In Kenya dropout rate in education has been rising for the last ten years or so with students terminating their studies prematurely. This has become a major concern to the educationists, the policy makers and the stakeholders involved. Wastage incapacitates educational efficiency and the expected private and social returns from education.

Dropout rate in Ildamat section has been on increase due to so many factors.

The most common ones are cultural practices, poverty, class repetition and late enrolment. Most of these pupils who dropout of school will have repeated once or twice. They leave school out of frustration because of failing to achieve remarkable academic performance

### **1.3 OBJECTIVES OF THE STUDY**

#### **GENERAL OBJECTIVE**

To study the relationship between causes and drop out in Ildamat section.

#### **Specific objectives**

1. To find out causes for pupils dropout in Ildamat section.
2. To find out age of the dropout before final withdrawal from school.
3. To determine the drop in and dropout trend of pupils within a given cycle.
4. To examine repetition problem among the pupils dropouts from the school.
5. To determine gender considerations on pupils drop outs in Ildamat section.
6. To find out the future impact on peoples who drop out of school.

### **1.4 RESEARCH QUESTIONS:**

1. What are the causes of dropouts in primary schools in Ildamat section?
2. Is the dropout problem at primary school level age-determined?
3. What is the magnitude of pupils drop out in the section?
4. Do pupils display dropping and drop out pattern before final abandonment?
5. Do pupils who drop out from school repeat classes before dropping out?
6. Is drop out problem common among the boys or girls?

## **1.5 SIGNIFICANCE OF THE STUDY**

The study has been carried out with the hope that the findings will offer workable solutions to the policy makers, educational administrators and planners, parents and the students on the pupil dropout problem.

The ministry of education will be able to devise measures of ensuring that children remain in school for the required duration.

The district supervisions will be able to offer solution of dealing with inefficiency in education and form a base for improved completion rates.

The teachers will be able to be aware of there shortcomings in implementing government policies and improve in weak areas.

The parents will through creating awareness of participation in education process would shun negative socio-cultural practices to enhance completion rates.

The students will be made aware that they are the beneficiary of education in years to come and hence work hard to achieve their dreams in life.

The future researchers will also realize that even with the provision of free primary education that reduces financial burden on parents and beneficiaries, there are other underlying determinants/causes to dropout phenomenon that are equally important.

The studies will high-light socio-cultural as the main factor leading to high dropout rate.

## **1.6 THEORY**

This study is based on the investment in human capital theory, the World Bank (1984), states that education is a pervasive element that must be integrated horizontally and vertically into all development efforts.

Education is an indispensable catalyst of sustainable development and economic progress and its role cannot be sidelined.

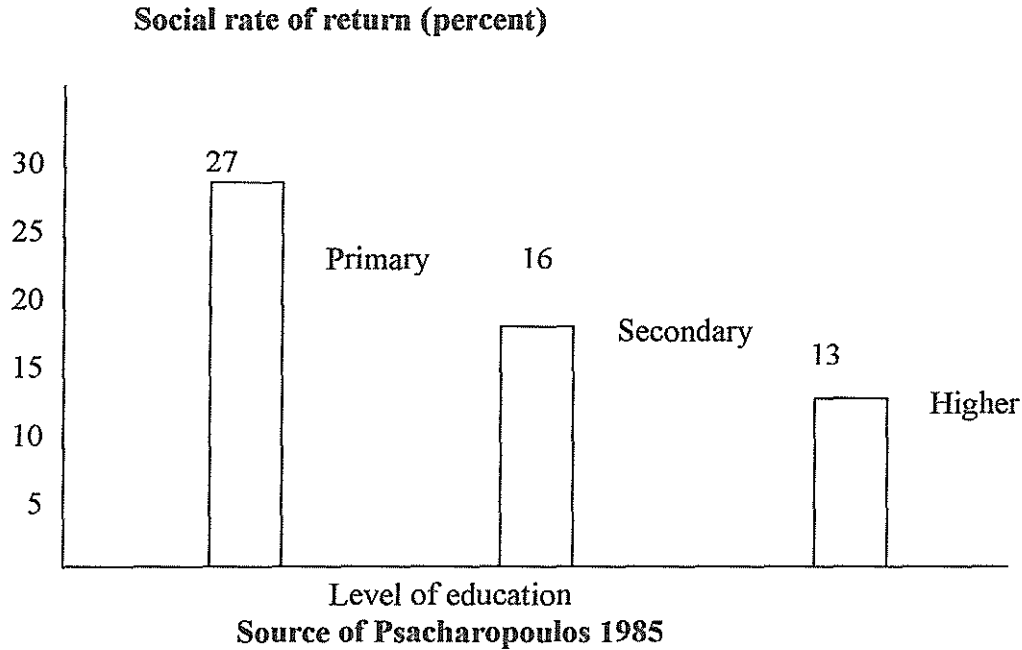
For education to play its crucial role in national development efficiency is paramount and should be maximum. But this does not happen as expected, instead nations especially in the developing world, decry the high wastage rate in the education system in the form of drop out and repetition. It is hoped that once a student enrolls in the first grade he or she should progress to the last grade and sit for a summative examination within the required duration before final exit. Unfortunately many students withdraw from school before completion of a given level of education.

In Kenya dropout problem prevailed even in the pre-independence period, a survey mission (1962) on the economic development of Kenya reports that between 1952 and 1962 the enrolment of African primary pupils rose from one third to over four-fifths of a million although wastage was as high as 80 percent in the first four years of primary school.

Education then is not only the main key for self-advancement but also a means of promoting social and political consciousness.

In developing countries the importance of education is further seen from large portion of the national budget allocated to this sector. Mutumbuka quoting from the World Bank reports points out that Kenya's education budget is the highest in Africa. In 1997 Kenya's education budget was about 36 percent compared to Zimbabwe which stood at 21 percent standard 18th June (1997). In Kenya education and training spend 40 percent of the recurrent budget on primary education the largest share in 1998 primary education's share of the total education recurrent expenditure was 57 percent Koech (1999). This reflects the significance attached to primary education due to the higher education level. See figure 1. Psacharopoulos (1985).

Figure 1 social return to education by school level in developing countries.



In the Ominde report (1964) primary school education is seen as a means of acquiring basic skills of living.

It is the most reliable means of realizing basic education for all, which is the government ambitions goal of ensuring that Kenyans acquire communication skills, functional literacy and numeracy and relevant life skills.

Therefore primary school exist to achieve psychological social ends campbell education (1988) which has been expanded to include basic tenets on national identify, knowledge, skills , moral values, democracy, mutual social responsibility, national unity and international understanding as stated in session paper no.10 of 1965.

Between 1960 to 1980 enrolments rate in developing countries increased drastically and a reduction in the non-schooling gap ensued.

Despite these achievements, World Bank (1980) studies has it that quantitative inefficiencies resulted marked by high rates of drop out and repetition.

Kenya, in particular witnessed an increase in the enrolment and participation rates as over 6 million and 94 percent respectively, but the figure of these children dropping out of school was high.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

UNICEF (1995) increasing poverty and escalating school costs have increased school dropout rates. When food gets scarce, parent pull children out of school to conserve their energy and to save on school related expenses. There is anecdotal evidences that some parents marry off their daughters early for dowries to enable the rest of the children to continue schooling. There are high repetition rates among the poor, especially in standard eight as most of them cannot afford secondary school fees. In some cases, children either have to repeat standard eight or drop out of school even if they have passed the national examination well enough to advance to secondary school.

Thus, many poor people are unable to educate their children beyond the primary school level. The poor also tend to send their children to less expensive, ill equipped schools. This will lead to poor performance and high dropouts at all levels primary and secondary schools

#### **2.2 THE ORIGIN AND DEVELOPMENT OF THE PRIMARY EDUCATION IN KENYA.**

Before the coming of the Europeans the Africans had their own form of education which was non-formal, the missionaries were the proponents of Formal education which was introduced with the idea of making converts to Christianity.



Formal education was seen as an essential tool for evangelist and civilization of the African Abreu (1982). Formal education perpetuated to the Africans was basically elementally including the 3Rs namely: Arithmetic, Reading and Writing. Later on, Africans were also trained as Masons, Carpenters, amateur architects, not mainly to improve their lives or their like, but to build churches and schools Abreu (1982)

Educated Africans also tended to be alienated from their people and their culture heritages. For these two reasons, Africans generally disliked this type of education.

Education in the Kenya was stratified and based on racial lines with the European and Asian children receiving education of better quality. They also had room to progress academically since they reached standard seven. Africans children reached class four and mainly ended up trade schools or agricultural centres.

In 1963 the new government found necessary to make changes in the education system so as to suit the needs of the newly independent state. The Ominde commission report was implemented with goal and objectives of education. The primary cycles was changed from eight years to seven years where pupils sat for CPE (Certificate of Primary Education) instead of K.A.P.E (Kenya African Primary Education)

### **2.3 AN OVERVIEW OF CAUSES OF DROPOUTS.**

Studies on causes of dropout have been carried out in Kenya, other development countries outside Kenya and in developed countries too. This is because education wastage is a problem that affects many nations though with a varying magnitudes.

High dropouts is a serious problem especially in developing countries and common among students from a low social-economic background. Wastage is more prevalent in rural than urban areas and affects more females than males Psacharopoulos (1985). Psacharopoulos outlines the causes of high dropouts as poverty leading to illness, malnutrition and absenteeism, high opportunity costs of school cultural factors, inappropriate curriculum and examination: lack of textbooks and materials overcrowded schools and classes and shortage of school places Psacharopoulos (1985)

Mbilinyi M.J. (1967) in his study on reason for low-enrolment of girls primary schools in Tanzania concludes that the factors contributing to this problem include school costs they need to assist at home with domestics chores, the misbehavior of children ignorance of the values of education and traditional attitudes towards the role of women which are incompatible with school going. Parent's ignorance of the value of education is the major factor of the low participation rates of girls with a score 63%.

Kamoga (1963) sees determines of pupils dropout in Uganda as lack of parental guidance, pregnancy, children who are over aged, lack of vacancy in junior secondary need to marry, been mentality incapable, lack of fees and parental choices. The major cause of dropout is lack of parental guidance. Kamoga's finding agree with Mbilinyi's who sees the lack of parental involvement.

According to Anderson J.E (1973) dropping out or not dropping out is determined by the family size, the land available and the disposable family income to mention a few. If the family is large and the family income limited then the boys are favoured and given the first priority leaving no room for girls to secure education opportunities.

BERNARS (1994) asserts that dropout rate is common at almost all levels of education and mostly it affects the girls. The causes attributed to this problem are pregnancies, lack of school fees in poor families and lack of guidance and counselling. One the question of when dropping out from school usually occurs, waka (1980) concludes upper after 65% of the respondents conformed.

From studies carried by ODA (1984) the causes given for poor attendance low survival rates and high repetition rates includes both internal and external indicators. Problems in the internal indicators arise from physical infrastructure, lack of educational materials, teaching staff, supervision, management and organization.

The external ones cover performance standards backwash affects dichotomous development and relevance. Problems in the area mentioned have led to an influx of dropouts in the sub-Saharan African.

From a study carried out by the ministry of the education in Kenya primary schools in 1995, parents ignorance, lack of interest and illiteracy is ranked first with 19.0 percent respondents (19.7 boys and 18.3 girls) as a cause of dropout. Poverty is ranked third with 13.0 percent (13.9 boys and 12.0 girls). Pregnancy among the girls and tradition beliefs scored the least with 2.9 percent and 1.4 percent respectively of the responses. (Result of the 1995 primary school causes ministry of education and human resources development 1998)

A poverty assessment in exercise in Kilifi District (TIAPD 1999) found that the most people in the low income group attained only lower primary

education, and consequently, their employment opportunities were limited. This group had the highest percent unemployed youth. People in the high income group, constituting 17% of the households, had attained the highest educational levels.

Factors influencing/causing pupils dropout have been divided into four socio-cultural, socio-economic, school related and repetition.

## **2.4 SOCIAL CULTURAL FACTORS AFFECTING DROPOUTS.**

It is the duty of young uncircumcised boys to hold their family's cattle. Then once circumcised, junior warriors either live in a warrior village or roam the country with their age mates and so it is almost impossible for them to attend school. Holland, (1996). As one pastoralist stated, herdsman ship and nomadism are among their traditions, a part of their identity and that they are not willing to sacrifice them or their cows for anything. PDN, (1989). These pastoralists see little in sending their children to school while herds are left unattended. The Maasai people see modern education as a threat to the long cherished culture (UNESO, 1997). The majority of the population in Kajiado is pastoralists and practice mobile life styles in order to balance the water and grazing requirement of their livestock. Attachment to cultural practices like early marriages, female genital mutilation and Moranism has lead to high dropout rate SARDEP (2002-2003)

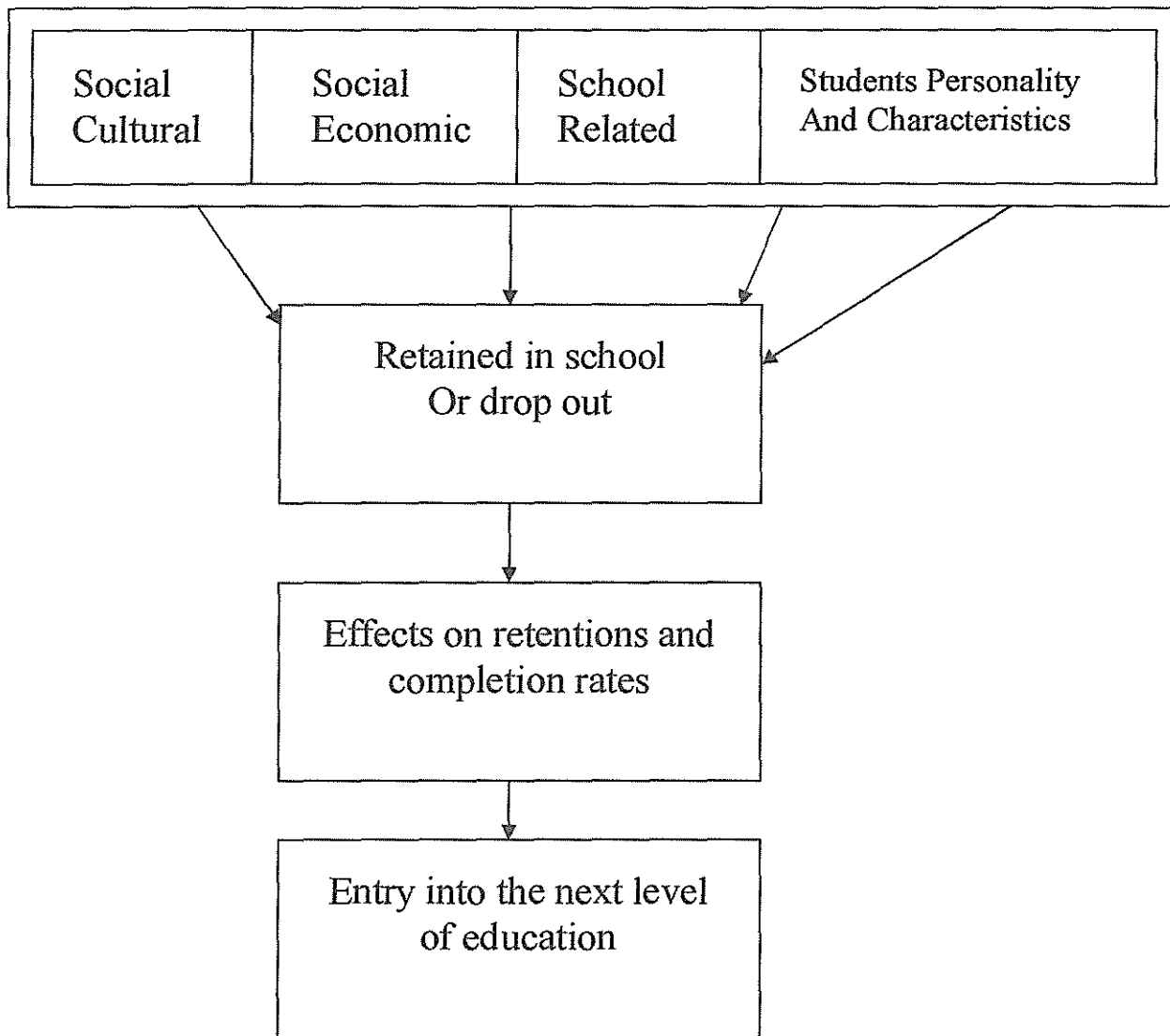
## **2:5 ECONOMIC FACTORS AFFECTING DROPOUT IN KAJIADO (ASAL) AREAS**

This involves the cost of education encompassing direct costs uniform, books, transport and miscellaneous fees and indirect costs foregone earning, labour lost at home Carron and chau, (1981). Richer households tend to demand more schooling for their children than less well off households. Income has a significant impact on schooling decisions World Bank (1999). With 60 percent of Kenyans living below poverty line CKRC (2002) and recurrent drought and absences of water in the region is enormous. Poverty makes it impossible for families in this region to either meet the indirect costs of education even when schooling is completely free of charge. Taking a child to school when his/her labour means a lot to the family is not appealing. Poverty having kept the parent illiterate prevents them from providing their children with a background conducive to schooling UNESCO, (1979)

Livestock keeping is the basic economic activity of pastoralist groups. The distribution of animals is much skewed and favours only a few individuals, 2.5 percent of Maasai people in Kajiado own 100-600 cows. 70 percent own 0-10 cows and 25 percent own 10-100 cows. This clearly shows that the majority of the Maasai are struggling to survive. Poverty has been on the increase in the district and this has been due to drought, famine, floods cattle diseases epidemics HIV/aids and wildlife menace SARDEP, (2002-2003)

## SUMMARY OF THE LITERATURE REVIEW.

FIGURE 2. A conceptual frame work.



The conceptual framework suggests that certain causes of pupils' dropout cause them to remain in school or dropout. These causes are: -

Socio Cultural: early marriages, pregnancy initiation & moranism

Socio Economic: Economic hardships, poverty, child labour and

School related repetition and poor quality teaching. Students Personality and characteristics like adolescence problems, truancy, peer pressure, lack of interest and motivation.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 RESEARCH DESIGN**

The study will employ descriptive survey methods to determine the causes of school dropouts in primary schools

#### **3.2 ENVIRONMENT**

This study will be conducted in Ildamat Location in Kajiado District in Kenya in uncontrolled setting.

#### **3.3 RESPONDENTS**

The study will target teachers and pupils to highlight the level of dropouts and their reasons.

The sampling procedure will be collective sampling which covers all the schools in the Location.

There are three schools in the Ildamat Location registered by the Ministry of Education.

#### **3.4 INSTRUMENTS**

The instruments are researchers made questionnaire which comprises of a set of questions, each teacher would fill one questionnaire and fifteen pupils from each of the 3 schools

#### **3.5 DATA COLLECTION PROCEDURE**

The data collection involves visiting school and issuing the questionnaires to the teachers and pupils. The teachers and pupils will fill the information in the questionnaire through ticking the appropriate choice.

The next stop will be getting back the questionnaire ready for analysis

### **3.6 STATISTICAL TREATMENT DATA**

The questions have four responses of which the tally will be recorded for each question and the frequency got, the percentage will be calculated from the number of responses in each given answer.

$$\frac{E}{N} \times 100$$

N

The calculation for each response will be based on the whole sample (number of despondence returned) this will indicate in the frequency table and bar graph will be used to summarize data.

### **3.7 LIMITATIONS OF THE STUDY**

- i) It was during the end year exam and teachers were busy compiling exam results.
- ii) Pupils were busy in preparation for the December holidays.
- iii) The researcher had to wait to get humble time for both teachers and pupils to fill the questionnaire.



## CHAPTER FOUR

### 4.0 PRESENTATION ANALYSIS AND INTERPRETATION OF THE DATA

#### 4.1 Introduction

In this chapter, the results of the study are presented, analyzed, and interpreted in the context of the purpose, objectives and research questions as they were formulated at the beginning of the study.

The study was intended to investigate the drop outs in Ildamat section, Kajiado district in Kenya. The findings presented were from three (3) schools. Fifteen (15) respondents per school were pupils and twenty (20) respondents were teachers.

The data in this chapter is presented and analyzed quantitatively and qualitatively using descriptive methods with the help of tables.

**Table 4:1 Gender - Teachers**

	Frequency	percentage
Female	12	60%
Male	8	40%
Total	20	100%

The above table shows that the majority of the respondents are female teachers 60% male teachers are 40%. This is an indication that female teachers are the majority in our schools.

**Table 4:2 Age**

Age	Frequency	Percentage
25-30 years	.....	.....
31-35 years	13	65
36-40 years	1	5
Over 41 years	6	30
Total	20	100

This shows that the majority of the respondents are between 31-35 years with 65% followed by over 41 years 30%. Over 41 years is 30% and 25-30 years is 0% an indication that no newly employed graduates in the 3 schools. Newly employed teachers are more energetic and will provide quality teaching. This will encourage learners to remain in school.

**Table 4:3 Professional qualifications**

Age	Frequency	Percentage
Bachelor of education	1	5
Diploma in education	2	10
P1, certificate	14	70
P2, certificate	2	15
totals	20	100

This shows that the majority of the respondents are p1 teachers 70%, p2 teachers 15%, diploma holders 10% and bachelor of education 5%. This is an indication that few teachers are furthering their education in Ildamat section

**Table 4:4 Qualifications**

Qualifications	Frequency	Percentage
university	1	5
K.A.C.E	-----	-----
E.A.E.E (KCSE 'O' level	19	95
KJSE (FORM II)	-----	-----
Totals	20	100

This shows that 95% of the respondent reached 'o' level while 5% reached university level. This has much effect on quality education which affects the grades the pupils get in their national examination.

**Table 4:5 Professional Experiences**

Years	Frequency	Percentage
1-5 years	5	25
6-10 years	3	15
11-15 years	6	30
16-20 years	4	20
Over 20 years	2	10
Total	20	100

The highest professional experience is between 11-15 years followed by 1-5 years 25%, 16-20 years 20%, 6-10 years 15% and over 20 years 10%.

Despite the experience the teachers in Ildamat schools needs refresher courses to update them in curriculum needs and guiding & counselling skills. This will would lead to quality teaching and motivation to excel in individual subjects.

**Table 4:6 Schools Taught**

Number	Frequency	Percentage
1-13	14	70
4 -6	6	30
6-9	-----	-----
Over 10	-----	-----
Total	20	100

This indicate that most teachers have taught only 1-3 schools 70% and 4:6 schools 30%. An indication that there is less frequent transfer from the ministry of education. Frequent transfer will interfere with learners and teachers contact hours. The more the learners interact with the teachers the better the academic grades.

Staying in one station in one station for more than 10 years leads one to be less effective if not frequently supervise. Supervisor should be intensified for effective teaching. The supervision would assist in achieving quality education.

**Table 4:7 Supervision**

Age	Frequency	Percentage
1-3 times	4	20
4-6times	6	30
7-9times	2	10
10-12times	8	40
Total	20	100

The table above shows that most teachers have been supervised by education department 10-12 times 40% 4-6 times 30%, 1-3 times 20% and 7-9 times 10%. The supervision should translate to quality teaching and good grades for learners.

**Table 4:8 Supervision and its impacts**

Importance	Frequency	Percentage
very helpful	1	65
Helpful	5	25
Not helpful	1	5
Not applicable	1	5
Total	20	100

This shows that teachers appreciate supervision by education department with 65% find it to be very helpful, 25% helpful, not helpful 5%, and not applicable 5%. If the teachers appreciate the supervision it should have impact on the learner academic performance to do better in class work.

**Table 4:9 The socio-cultural causes of drop outs n Ildamat section are**

Response	Frequency	Percentage
Early marriage	2	10
Pregnancy	14	70
Initiation/ Moranism	4	20
Forced marriage		
Totals	20	100

The table above shows majority of the respondents strongly agree that pregnancy is the cause of pupils drop out in Ildamat section therefore affecting girl child education.

**Table 4:10 The drop out rates of pupils in Ildamat section are due to ;**

Responses	Frequency	Percentage
poverty	9	45
Child labour	4	20
Economic hardship	4	20
Distance of school from home	3	15
Totals	20	100

The table above indicates many of the respondents strongly agree that poverty causes of pupils drop out 45% child labour and economic hardship each 20% and distance of school from home is 15%. Social economic factors have direct impact on education. It leads to absenteeism from schools frequently. They absent themselves to attend other domestic chores.

**Table 4:11 Schools learning environment is not conducive for learning hence leading dropout**

Responses	Frequency	Percentage
Lack of physical facilities e.g. fields	6	30%
Lack of learning materials & equipment	5	25%
Lack of quality teaching	5	25%
Indiscipline of pupils	4	20%
Totals	20	100

This shows many of the respondents strongly agree that lack of physical facilities like, balls class rooms fields lead to dropout 30%, lack of learning materials and equipment and lack of quality teaching each score 25% and indiscipline of pupils is 20%. Pupils need a lot of motivation to enhance their learning.

Outdoor activities motivate them to learn better, class learning environment also encourages learners to perform better in their class work.

**Table 4:12 Students personality and characters is a cause of pupils dropouts**

Responses	Frequency	Percentage
Adolescence	6	30
Truancy	9	45
Peer pressure	3	15
Bullying	2	10
Totals	20	100

Shows many of the respondents strongly agree that truancy 45% is the cause of dropout, adolescence 30% peer pressure 15% and bullying 10%.

Pupil's behaviour has direct impact on dropout rate.

**Table 4:13 Class repetition is causing pupils to drop out of school due to;**

Responses	Frequency	Percentage
Lack of interest	4	20
Lack of motivation	5	25
Over aged	6	30
Lack of guiding & canceling	5	25
Totals	20	100

Table above shows most of the respondents strongly agree that over aged 30% is the cause of drop-out. This is due to late enrolment. Other pupils report to standard one when they are ten years old. Lack of guiding and counseling and lack of motivation is 25% and of lack of interest is 20%. Pupils feel embarrassed to repeat classes and opt to drop out or transfer to other school.

**Table 14:4 Years of schooling**

Response/Year	Frequency	Percentage
1998	4	8.4
1999	8	17.8
2000	12	26.7
2001	12	26.7
2002	6	13.7
2003	3	6.7
Total	45	100.00

Table above shows show that respondents have repeated several classes basing on the year they joined standard 1.

Repeattations discourage pupils to perform well and it compromises their education. It should be done with the consent of the pupil and the parent.

**Table 14:5 Gender – Pupils**

Sex	Frequency	Percentage
Boy	27	60
Girl	18	40
Total	45	100

The table above indicates that majority of respondents are boys 60% and girls 40%. The respondents were from standard six to eight. It's an indication that majority of the pupils in those classes were boys.

**Table 14:6 People living with the child**

Sex	Frequency	Percentage
Father and mother	35	77.8
One of the parents	6	17.8
Guardian / Relative	2	4.4
Totals	45	100

The table above indicates that majority of respondents live with their parents, 77.8% and those living with guardian / relatives 4.4%. Parental guidance is important where they participate fully in their children education. Unfortunately most parents are illiterate in Ildamat schools.



**Table 14:7 Occupations of the parents**

Occupation	Frequency	Percentage
Teacher/ doctor	.....	.....
Nurse/secretary	.....	.....
Peasant / farmer	13	30.00
Business	20	44.4
Self-employed	.....	.....
Manual worker	6	13.3
Casual worker	.....	.....
Clerk	.....	.....
Unemployed	6	13.3
Total	45	100.00

The table above indicates that majority of respondents; parents are doing business 44.4%, peasant farmers 30.0%, manual worker 13.3% and unemployed 13.3%. The social economic status of the parents has direct impact on the pupil's education. The home environment should be conducive for the pupils to do their homework.

**Table 4:18 Class repetition**

Times	Frequency	Percentage
YES	24	53.3
NO	21	46.7
TOTALS	45	100

The table 18 shows that majority of respondents have repeated classes 53.3% more that once and 46% have not repeated classes. Repetition leads to drop-outs; it compromises the pupil's education.

**Table 4:19 Reasons for dropping out of school**

Responses	Frequency	Percentage
NO	35	77.8
YES	10	22.2
Totals	45	100

The majority of respondents have dropped out of school 77.8%, but 22.2% have dropped due to lack of school fees related costs like uniform truancy and sickness. The pupils have an interest in education. Its only circumstances beyond their capability that leads them to drop out.

**Table 4:20 Drop out awareness**

Response	Frequency	Percentage
Yes	44	97.8
No	1	2.2
Total	45	100

It is clear that most respondents know someone who dropped out of school 97.8%, 2.2% are not aware of any dropout. Reasons cited for dropouts are peer influence, poverty, pregnancy and indiscipline.

**Table 4:21 Dropout rate impact on pupils**

Response	Frequency	Percentage
Good	2	4.5
Bad	43	95.5
Total	45	100

This table indicates that most respondents 95% hate dropping out of school. They said lack of education leads to poverty & frustration and 4.5% its because of the economic hardships they experienced.

**Table 4:22 Guidance and counseling department avoid questions**

Response	Frequency	Percentage
Yes	42	93.3
No	3	6.7
Total	45	100

It is clear that majority of schools have guidance and counseling department 93.3%. A few respondents don't know the existence of guidance and counseling department 6.7%.

**Table 4:23** shows what can be done to keep boys and girls in school until they finish class eight.

Response	Frequency	Percentage
Provision of conducive Learning environment	12	26.7
Parents support	23	53.6
Stop cultural practices e.g. Moranism initiation	45	100.0

In the above table it is clear that the respondents 53.6% give suggestions that in order to avoid high dropout rate parent's support is important, most parents in Ildamat section are illiterate and don't take education seriously. Provision of Conducive learning environment 26.7% is also important. This includes classrooms, desks, balls, fence, proper sanitation and guiding and counseling. Cultural practices like Moranism, circumcision of girls should be stopped.

## **CHAPTER FIVE**

### **5.0 DISCUSIONS, RECOMMENDATION AND CONCLUSION**

#### **5.1 DISCUSSION**

The main research objective was to establish the cause of pupils dropouts in Ildamat section in Kajiado District. The findings have clearly shown that dropouts have affected the transition rate to the next level of education. The most affected is the girl child through Pregnancy.

The researcher will discuss the importance of these findings to the school heads and future researchers. In order to maintain retention in our schools, teachers and parents have to be involved in education of their children. Teachers need to be taught guiding and counselling skills in order to enhance the pupils' behaviour. Parents although most of them are illiterate need to be sensitized about the importance of their involvement in their children's education. The home environment personal needs and security of children should be guaranteed by the parents.

#### **5:2 conclusions**

The conclusions drawn are judged from the research questions which were used so as to derive to the actual causes and dropout. The teachers and parents are aware that if they don't assist in alerting the problem of dropout, their work would be in vain. The early enrolment, retention and transition play a crucial role in the achievement of education success.

#### **5:3 RECOMMENDATIONS**

From the results obtained, the researcher would like to make the following recommendations.

### **5:3:0 Early Enrolments**

The parents should endeavor to enroll their children early in the school. This would enable the children to finish primary school when they are still young. They would not also be subjected to cultural practices like circumcision and Moranism.

### **5:3 Retention**

In order to remain learners through out the 8 years of primary education the following should be done:-

- a) Guiding and counselling: This department should be mandatory to all schools. The teacher in charge should be trained regularly on issues concerning children.
- b) Conducive learning environment: the learning environment should be conducive to the learners. Provision of good classrooms, field, desks, and sanitary facilities re important in retaining learners in school.
- c) Quality teaching/ learning. Teachers should strive to give quality education to the pupils. This would motivate them to do better and remain in school. Class repetition should be minimal to avoid over aged and discouragement of pupils.
- d) Cultural practices: from the finding on the research cultural practices like circumcision and Moranism are contributing a lot to the dropout rate. The local leaders and stake holders should sensitize the community on the outdated culture.

#### **5:3:4 Transitions**

Promotion of one stage to another on academic grounds is important. The school leavers should be encouraged to do well in the national exams in order to join good government schools. If they fail they should be encouraged to join village polytechnics or other training institutions.

#### **5:4 Further Research**

The researcher recommended the following areas for future research.

- a) Other researchers should look at academic standard of pupils in the rural public school and urban public schools.
- b) The future researchers should find out poverty as the causes of pupil's dropouts.

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## APPENDIX A

### TRANSMITTAL LETTER FOR THE ZONAL OFFICER

\_\_\_\_\_ 2007

Miss Rachael Naikuni

Zonal Officer

Kajiado Zone,

P.O. BOX 33,

KAJIADO.

**Dear Madam,**

I am a student of Kampala International University offering bachelor of education in special needs education. I kindly request to conduct a research study titled "causes of pupils dropout in Ildamat location".

Respectively yours,

David Kuntai Kobaai

Noted By

Supervisor

Mr. Geoffrey Kasozi

Assistant Director, Academics, ICDs

## APPENDIX - B QUESTIONNAIRE

### TEACHERS QUESTIONNAIRE

**Dear respondent**

This questionnaire is designed to gather data on causes of pupils dropout in Ildamat section.

The information you give will be treated with confidentiality. Write the letter corresponding to your answer in the box provided. Your cooperation and honest opinion are highly cooperation and honest are highly appreciated.

Regards,

David K.Kobaai

Researcher, Kampala International University.

#### PART A

1. indicate your gender (tick one)

a) Male ( )

b) Female ( )

2. Indicate your age bracket (tick one)

a) Over 41 Yrs ( )

b) 36 – 40 yrs ( )

c) 31 – 35 Yrs ( )

d) 25 – 30 Yrs ( )

e) Under 25 Yrs ( )

3. Indicate your professional qualifications (tick one)

a) P2 Certificate ( )

b) P1 Certificate ( )

c) Diploma in Education ( )

d) B. Education ( )

4. What are your highest academic qualifications?

- a) University ( )
- b) KACE ( )
- c) E.A.C.E (KCSE 'O' level) ( )
- d) KJSE (FORM II) ( )

5. Indicate your professional experience (tick one)

- a) 1 – 5 Yrs ( )
- b) 6 – 10 Yrs ( )
- c) 11 – 15 yrs ( )
- d) 16 – 20 yrs ( )
- e) Over 20 Yrs ( )

6. How many schools have you taught in since you joined the teaching profession? (tick one)

- a) 1 – 3 ( )
- b) 4 – 6 ( )
- c) 6 – 9 ( )
- d) Over 10 ( )

7. Indicate how many times you have been supervised since you joined the teaching profession? (tick one)

- a) 1 – 3 times ( )
- b) 4 – 6 times ( )
- c) 7 – 9 times ( )
- d) 10 – 12 times ( )
- e) None ( )

8. How helpful was the supervision to your profession? (tick one)

- a) Very helpful (    )
- b) Helpful (    )
- c) Not helpful (    )
- d) Not applicable (    )

### **SECTION B**

For section B, write either 1,2,3,4 to indicate for example

- 4      strongly agree
- 3      Agree
- 2      Disagree
- 1      Strongly Disagree

1. The problem of pupils' dropout in Ildamat Location schools is due to?

- Early marriage
- Pregnancy
- Initiation/Moranism
- Forced marriage

2. The dropout rates of learners in Ildamat Location is due to

- Poverty
- Child labour
- Economic hardship
- Distance of school from home

3. School learning environment is not conducive for learning hence leading to dropouts

- Lack of physical facilities e.g. fields
- Lack of learning materials and equipments.
- Lack of quality teaching
- Indiscipline of pupils

4. Students' personality and characteristic is a cause of pupil's dropout rate.

- Adolescence
- Truancy
- Peer pressure
- Bullying

5. Class repetition is causing pupils to dropout of school due to;

- Lack of interest
- Lack of motivation
- Over aged
- Lack of guiding and counselling

## APPENDIX C

### PUPILS QUESTIONNAIRE

**Dear Respondent,**

This questionnaire is designed to gather data on causes of pupils dropout in Ildamat location. The information you give will be treated with confidentiality. Write the letter corresponding to your answer in box provided. Your cooperation and honest opinion are highly appreciated.

Regards,

David K. Kobaai

Researcher, Kampala International University.

1. Indicate your gender boy ( ) girl ( )

2. Indicate the person your live with

- Father and mother ( )
- One of the parents ( )
- Guardian/relative ( )

3. What is the occupation of your parents or guardian (tick appropriately)

OCCUPATION	FATHER	MOTHER	GUARDIAN
Teacher, doctor	( )	( )	( )
Nurse, secretary	( )	( )	( )
Peasant farmer	( )	( )	( )
Business	( )	( )	( )
Self - employed	( )	( )	( )
Manual worker	( )	( )	( )
Casual worker	( )	( )	( )
Clerk	( )	( )	( )
Unemployed	( )	( )	( )
Other (specify)	( )	( )	( )

4. Which year did you join standard one?

5. Have you ever repeated in any class (tick one) Yes ( ) No ( )

Please fill in the how many times you repeated in that class in the table below

class	year	Times
1		
2		
3		
4		
5		
6		
7		
8		

6. Have you ever dropped out of school in the past?

Tick Yes ( ) No ( )

If yes what had caused you to dropout

.....

.....

.....

.....

.....



7. Do you know anyone who has dropped out of school? Yes ( ) No ( )

Had he or she repeated any class? Yes ( ) No ( )

What caused him or her to drop out of school?

.....

.....

.....

.....

.....

8. Would you say that dropping out of school is good or bad? (Tick one)

Good ( ) Bad ( )

If your answer is bad

explain.....

.....

.....

.....

9. Do you have guidance and counseling teacher in your school?

Yes ( ) No ( )

If you have one do you see him or her when you have a

problem?.....

.....

.....

10. give suggestions what can be done to keep boys and girls in school  
until they finish class eight

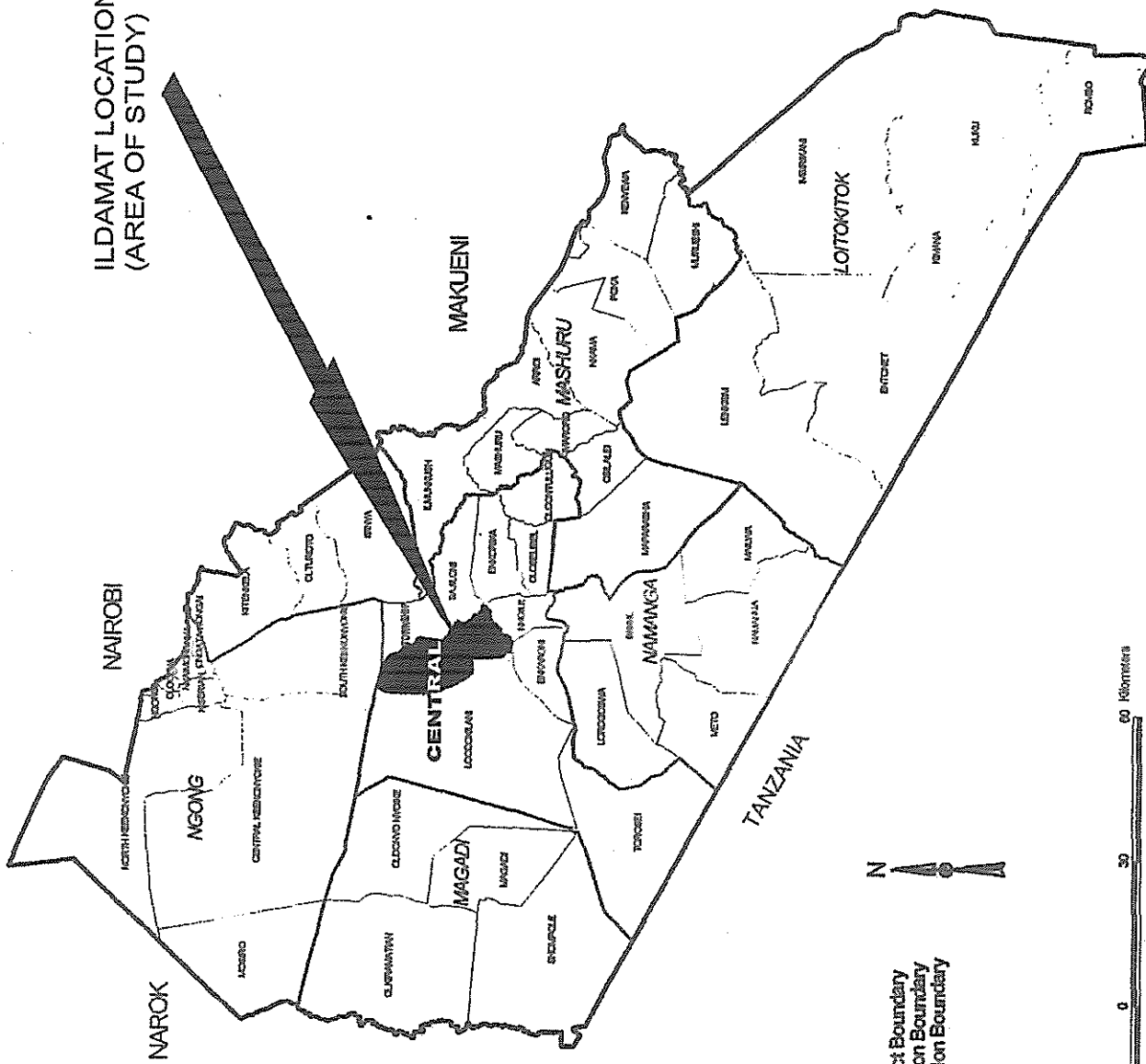
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ILDAMAT LOCATION  
(AREA OF STUDY)



## **CURRICULUM VITAE**

### **PERSONAL DETAILS**

NAME : DAVID KUNTAI KOBAAI  
REG NO. : BED/10053/52/DF  
AGE : 42 years  
GENDER : MALE  
MARITAL STATUS : MARRIED  
DATE OF BIRTH : 22/10/1965  
CONTACT : (+254) 727 822 612

### **EDUCATIONAL BACKGROUND**

#### **INSTITUTE DETAILS**

COLLEGE (KISE) Kenya Institute Of Special Education.  
Mosoriot Teachers Training College.

SECONDARY (OHS) Olkejuado High School

PRIMARY (PBS) Primary Boys Boarding School

### **RESEARCH EXPERIENCE**

Course Diploma In Special Needs

Research Title Teachers' Attitude Towards Inclusion Of Learners  
Who Are Visually Impaired In Regular classroom