

**PRIMARY SCHOOL ATTENDANCE AND DROPOUT RATES IN
MUVUTI ZONE, CENTRAL DIVISION, MACHAKOS
DISTRICT, EASTERN PROVINCE,
KENYA**

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF BACHELOR OF EDUCATION IN
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UGANDA**

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DECLARATION

I, Josephine W.B Matolo, Admission Number BED/13368/61/DF do hereby declare that this research report on "Primary school attendance and dropout rates in Muvuti Zone, Central Division, Machakos District, Eastern province, Kenya," is entirely my own original work. It is not a duplicate of a similarly published work of any scholar for academic purpose, nor has it been submitted to any other institution for any award.

Signed 

Date.....18/8/2008.....

APPROVAL

This research report has been submitted for examination with my approval as the candidate's university supervisor.

Name:  Maki Peter

Signed.....

Date.....

18-08-08

DEDICATION

I, Josephine W.B Matolo, Admission Number BED 13368/61/DF sincerely dedicate this work to my dear husband who amongst his huge responsibilities as a Bishop, managed to care and keep the home and the children well during my busy time of studies. I can not forget my children who assisted me in one way or another, Elijah Tei and Jonathan Muuo (sons) typed most part of the work.
May the Lord almighty bless them all.

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ABSTRACT

This research report was on “Primary school attendance and dropout rates in Muvuti zone, Central Division, Machakos District, Eastern Province, Kenya”. The researcher was intrigued by seeing children of primary school age loitering; some of them selling scraps of metals and plastic containers; others providing cheap labour such as house maids, bar maids (girls) and boys as touts, shamba (Garden) boys and carrying luggage for people in market places as in Machakos town and in residential estates; others idling in streets and villages; worse still, some of them indulging in drug abuse, commercial sex and crimes. This menace necessitated the objective and the purpose of the study which was to establish in-depth the factors that contribute to primary school dropouts in Muvuti zone, draw conclusion and recommend for intervention measures to curb the situation. To investigate this problem, the researcher adopted both qualitative and quantitative approaches. Quantitative used numerical data to explore traits and situations while qualitative approach described the data collected in words. The two approaches enabled the researcher to carry out a survey to collect information from the respondents to determine the status of the problems. The sample size population was composed of one hundred teachers from the ten sampled primary schools and fifty parent representatives. The instruments/tools used were questionnaires for teachers, parents and observation. The data collected was analyzed and presented in tabular form, pie charts and bar graphs.

The major findings were factors that contribute to pupils dropping out of school. The factors were compressed into categories such as: - Teachers’ negative attitude towards pupils – shown in corporal punishment (though banned in Kenya) and other various mistreatments inflicted on pupils by the teachers (36%); Economic (poverty) portrayed by pupils’ lack of food which deprives them concentration in class; shelter, clothing including school uniforms, tuition fees, extra text and exercise books, sanitary towels for girls and many other essentials of life that require money (27%); Social problems which include poor relationship among teachers and pupils, parents and children; peer pressure influence which cause deviant behavior such as indiscipline, rebellion, truancy, drug abuse and

extra text and exercise books, sanitary towels for girls and many other essentials of life that require money (27%); Social problems which include poor relationship among teachers and pupils, parents and children; peer pressure influence which cause deviant behavior such as indiscipline, rebellion, truancy, drug abuse and child abuse among others (30%); Conflicts - Parental strife which involves quarreling, insulting, fighting affect children psychologically (33%). Other minor factors are overloaded curriculum - the 8.4.4 system of education in Kenya stress both teachers and pupils. Lazy pupils avoid this strenuous work by dropping out of school; Poor performance/forced repeat were other factors. The act of forcing pupils to repeat classes at times cause conflict between teachers and parents thus affecting the pupils. Therefore poor performance and forced repeat cause dropout in school; Health problem - children who become too sick to attend school drop out; Ignorance - illiterate parents some times do not understand the value of education. Teachers may ignore pupils due to many reasons including workload bestowed on them and mistreatment by the government such as little pay.

The results showed that girls between the age of eleven and twelve drop out more than boys. Most dropouts were found to come from divorced and single parent families.

Factors were not the only major findings but also implications/effects of dropping out of school. Dropouts were found to cause fear of insecurity, increase of immorality (moral decay) and increase of criminality in Muvuti zone. They were found to live a vicious cycle of poverty, being frustrated, depressed and living a hopeless life thus affecting their families, schools and the society.

DEFINITION OF CONCEPTS/TERMS

School dropout	- Children who have terminated school prematurely
Terminated	- Ended
Premature	- Not at the right time
Intervention strategies	- Support measures that are used to solve problems for example in this case dropouts
Stakeholders	- The interested party or parties such as teachers, parents, education officer, counselors among others
Drug abuse	- Misuse of any drugs or taking intoxicating drugs like bhang
Child abuse	- Any kind of mistreatment given to a child either Psychologically e.g. neglecting or torture or physical like beating, sexual abuse
Defilement	- Sexual abuse
Urban	- Refers to cities or towns
Rural	- Refers to the countryside, away from cities Towns
Private school	- A school owned by an individual or an organization Like a church
Public school	- A school owned by the government
Primary data source	- Original or firsthand information
Secondary data source	- Secondhand information for example Information from Observation of other scholar's documents like books
Shamba	- Garden or farm
Shamba Boy	- Works on a farm or garden

TABLE OF CONTENTS

Declaration	i
Approval	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vii
List of Tables	x
List of Figures	xi
Acronyms	xii
Definition of Concepts/terms	xiii
CHAPTER 1: INTRODUCTION	1
1.0 Overview	1
1.1. Background of the Study	1
1.2 Statement of the Problem	2
1.3 Purpose of the Study	2
1.4. Objectives of the Study	3
1.4.1 General Objective	3
1.4.2 Specific Objectives	3
1.5 Research Questions	3
1.6 Scope of the Study	3
1.7 Significance of the Study	4
CHAPTER TWO: REVIEW OF RELATED LITERATURE	5
2.0 Introduction	5
2.1 Background	5
2.2 Historical Overview of Education	6

2.3 School Dropout Rates	6
2.4 Factors Responsible for School Dropouts	8
2.4.1 Factors	8
2.4.2 Socio-emotional and Behavioural Factors	10
2.4.3 Family and Upbringing Factors	11
2.4.4 School Factors	12
2.5 Implications / effects of Dropping out of School	15
2.5.0 Definition of School Dropout	15
2.5.1 Individual Dropouts	15
2.6 Intervention strategies to Curb School Dropouts	16
2.6.1 Attitude	18
2.6.2 Parental Involvement	18
2.6.3 Community Support	18
2.6.4 Resources	19
2.6.5 Communication	19

CHAPTER 3: RESEARCH METHODOLOGY 20

3.0 Introduction	20
3.1 Research Design/Strategy	20
3.2 Sampling Procedures	20
3.3 Study Sample	21
3.4 Validity of Research Instruments	21
3.5 Data collection procedure	22

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION 23

4.0 Introduction	23
4.1 Data presentation and Analysis on Teachers Questionnaires	23
4.2 Data Presentation and Analysis on parents' Questionnaires	31

CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	38
5.0 Introduction	38
5.1 Discussion.....	38
5.2 Summary and Conclusions.....	44
5.3 Recommendations	46
 REFERENCES.....	 50
 APPENDICES	 52

CHAPTER 1: INTRODUCTION

1.0 Overview

This chapter sets the stage of the study by providing essential information from broad to specific. It covers the following elements:-

1.1. Background of the study

Looking at the world in a broad spectrum, one would see some of the youth between fifteen and twenty five years and primary school pupils between eight and fourteen years out of school. Majority of these young people are amazingly engaged in illegal activities such as prostitution, drug abuse, defilement and robbery among others. A greater percentage of them are idle school dropouts who seem to have lost their goal in life. Parents and the society at large have invested in these young people hoping that they would make good citizens yet in vain. Worse still, are those school dropouts who have special needs for they are more vulnerable to child abuse and diseases such as HIV/AIDS.

Though these problems are worldwide, the degree or density differs from continent to continent and from country to country. The developing countries are more affected compared to developed countries. In Kenya, one of the developing countries in Africa, the problem of dropping out of school persists. This is a pathetic situation since the Government of Kenya has implemented compulsory free education and provided educational bursary for the intelligent children from poor families and orphans.

Factors that contribute to school dropouts vary from child to child and from community to community. This remains a challenge to the teachers, parents and the whole community who attempt to guide and counsel dropouts with little or no success. Often guidance and counseling is done without addressing the root cause of the problem which is not usually known to the counselor. For effective guidance and counseling there is need to find out the factors that contribute to school dropouts in Kenya.

For the purpose of the study, the researcher investigated more on these factors in Muvuti Zone, Central Division, Machakos District, Eastern Province, Kenya .The

competence of the researcher on this issue largely depended on long experience in teaching and proper knowledge of the proposed area of study. The choice of the area is based on the fact that Muvuti Zone covers both urban and rural settings. This enabled the researcher to establish the factors that contribute to school dropouts in both urban and rural setups and bring out near presentation of our Kenyan schools.

1.2 Statement of the problem.

Although the government of Kenya has provided free primary education and Bursary Funds for the needy, pupils in Muvuti Zone still continue to drop out of school.

Most children who drop out of school get involved in illegal activities such as prostitution, drug abuse, theft and robbery among others. This makes these young children vulnerable to diseases like HIV/AIDS while others find themselves in prison. It is worrying that Kenya continues to lose young potential citizens in both regular primary and special schools.

The condition is made worse by the fact that guidance and counseling is mostly done by the teachers who spend almost 80% of the active hours with the children. Those pupils who terminate school permanently miss out on these services and may never get them at home. Traditional guidance and counseling services have been eroded by the current style of living. This makes children to grow with uninformed moral and ethical behaviour thus becoming irresponsible adults hence a menace or burden to their families and the community at large.

To ensure that children do not drop out of school, it is imperative that factors leading to school dropouts are identified and addressed in order to eradicate the problem; hence the researchers need to study in the proposed area.

1.3 Purpose of the study

This study was intended to establish in depth factors that contribute to school dropouts in Muvuti Zone, Central Division, Machakos District, Eastern Province, Kenya and draw conclusions and recommend for possible intervention measures

to curb the situation. This targeted regular primary pupils as well as those with special needs.

1.4. Objectives of the study

1.4.1 General objective

To identify factors which contribute to primary school dropouts in Muvuti Zone and find strategic measures to solve the problem.

1.4.2 Specific objectives

1. To find out the most common age and class in which most pupils drop out of school.
2. To examine the factors responsible for school dropouts.
3. To find out the implications of dropping out of school.
4. To suggest possible intervention strategies to curb the problem.

1.5 Research Questions

- a. What is the most common age and class in which most pupils drop out of school?
- b. What are the factors that are responsible for school dropouts?
- c. What are the implications of school dropouts?
- d. What are the possible intervention strategies to curb the problem?

1.6 Scope of the study

This study focused particularly on factors that contribute to primary school dropouts in Muvuti Zone, Central Division, Machakos District, Eastern Province, Kenya. Muvuti Zone is located within Machakos Town Municipality. It consists of six sub zones covering both urban and rural setting. It has thirty four primary schools; eleven in the urban setup and twenty three in the outskirts (rural). The schools are mainly public and only two are private. Among the public schools are two special schools: - School for the Deaf and School for the Physically Disabled. The researcher concentrated on ten sampled schools encompassing all the categories presented in the study area. For fair representation, a deliberate choice of both urban and rural set up schools will be necessary.

1.7 Significance of the study

- The research findings will guide the development actors in sensitizing the community on the factors that are responsible for primary school dropouts
- The findings will also assist the educational policy makers in setting policies that can address the issue of dropping out of school.
- The findings will assist the school in acquiring the knowledge of factors responsible for school dropouts.
- The results will assist the parents in knowing the cause of their children's problems.
- The results will be used to improve the life of school dropouts by helping them to go back to school to complete their learning.
- Knowledge of the factors responsible for school dropouts will assist the researcher in offering suitable guidance and counseling to children.
- The findings will lay foundation for further research by other scholars.

CHAPTER TWO: REVIEW OF RELATED LITERATURE.

2.0 Introduction

This chapter reviews the information from other scholars on the subject of study. It covers background, historical overview of education, school dropout rates, factors responsible for school dropouts, implications/effects of dropping out of school and intervention strategies.

2.1 Background

Education remains one of the Kenyan indicators of human development. It imparts knowledge and skills for survival and develops a child or individuals to human beings ready to participate effectively in nation building. Primary education has been declared by the United Nations (1948) as a Human Right which should be given to all children without discrimination.

According to the Second Report on Poverty in Kenya (2000), lack of education is known to reduce peoples' ability to take advantage of the opportunities around them and has often been associated with increased poverty. Further the report revealed that education confers skills, knowledge and attitudes that increase productivity.

To ensure that children access education, Kenyan government implemented free primary education yet a big percentage of children do not attend school. In his speech at a workshop at Federation of African Women Educationists (FAWE) Kenya Chapter and United Nations International Children Education Fund (UNICEF), the Permanent Secretary for Education, Karega Mutahi quoted by Daily Nation (October 14, 2004, Pp. 6) said "one and half million children remain out of school, the majority being girls". He further said that the worst hit areas are the Nairobi slums, Coast and North Eastern provinces. In Nairobi, only 57.4% of the eligible girls compared to 92.7% enrolment for girls and 29% of boys having poor participation rates. Mutahi blamed historical, cultural and religious factors for keeping girls away from schools and said that Ministry of Education can not solve all problems.

2.2 Historical Overview of Education

According to the Second Report on Poverty in Kenya (2000), historical overview trends show that Kenya has had an impressive record in expanding access to education over the last three decades. This has largely been achieved by establishing a comprehensive network throughout the country. In 1960, (before independence) the primary school gross enrolment was 47%. After peaking at 106% in 1989; it fell to 101.4% in 1999.

2.3 School Dropout Rates

From the second report on poverty in Kenya (2000), one of the major difficulties facing the education system in Kenya is the rate at which children are forced to drop out of school. This is indicated by the annual school returns 2003 percentage completing standard eight (the standard one of 1996) by district and gender. The data highlights that the 1996 standard one total enrolment was 958,165. Out of the number, 494,220 were boys and 463,945 were girls while 2003 standard eight enrolment was 546,198 consisting of 299,436 boys and 269,352 girls. The percentage completing standard eight for both boys and girls was 57%. Boys were 60.6% and girls 58.1%. A total of 43% of the pupils had dropped out on the way.

The returns show that in Machakos District 1996 enrolment for both boys and girls was 36,383. Boys were 18,731 and girls were 17,652 while 2003 standard eight enrolments for boys and girls was 25,191; 12,223 for boys and 12,968 for girls. Total percentage completing standard eight was 62.2% for both boys and girls. Boys were 65.3% and girls were 73.5 %

This is confirmed by Bali's study (1997) which highlighted three points in the course of primary years at which dropouts are relatively high. These are in the lower primary classes between standard one and two where more girls dropped out. In the middle primary classes (between standard five and six and between standard seven and eight), the data also showed a massive injection of repeaters in standard six and significantly increased the size of the class. The findings clearly points to the urgent needs to identify and understand the reasons underlying this pattern of school wastage.

Bali's second study (1997), portrayed the following pattern among school dropouts in six selected districts in Kenya-Nairobi, Kajiado, Kiambu, Kilifi, Busia and Siaya was revealed.

- Overall out of every 5 pupils in the study schools 1 dropped out.
- In Kajiado and Kilifi, 1 out of 3 pupils dropped out.
- In Siaya, 3 out of 10 pupils dropped out.
- In Nairobi, 1 out of 10 pupils dropped out.
- In Kiambu, 1 out of 18 pupils dropped out
- In Busia, 1 out of 6 pupils dropped out.

However, free primary education has caused an increase in Kenyan school enrolment. This is shown in a report by the education secretary Godia (7th meeting of the working group on Education For All (EFA) at United Nations Educational Scientific Cultural Organization (UNESCO), Paris 19th -21st July 2006) which revealed that the number of children in December 2002 was 5.9 million and increased to 6.9 million in January 2003. In December 2004, the number grew to 7.12 million and increased to 7.6 million in 2006. Gross enrolment rate increased from 88.2% in 2002 to 102.8% in 2003. In 2004 it raised to 104.8%. Boys and girls increased considerably from 88.9% and 87.5% in 2002 to 108.0% and 101.6% in 2004 respectively. In Eastern province where Muvuti Zone is, enrolment shows that in 2002 boys were 572,100 and girls were 574,400. In 2003, boys were 652,600 and girls were 636,100. In 2004, boys were 685,800 and girls were 663,100.

Despite the cost being one of the single most important factors inhibiting access, it is acknowledged that there are other informal barriers that hinder education. Factors that contribute to primary school dropouts vary from child to child, community to community, country to country. This remains a challenge to all stakeholders who attempt to curb the situation with little or no success. Ministry of Education (www.kenya.go.ke)

2.4 Factors Responsible for School Dropouts

2.4.1

According to Afonya (1997), causes of school dropouts are early pregnancies and marriages, poor attitudes of the government and the parents towards females education, stereotypes of girls as non achievers, financial constraints, the fear of unemployment (learning and failing to get employment), religion, poor performance of girls, high cost of education materials, irregular payments of salaries to teachers and negative attitudes of girls towards schooling. To him, the most important causes of school dropouts are fear of early pregnancy and marriage poor commitment of government parents well as the girls themselves and cost related problems.

Bali (1997) agrees with Afonya in most of his factors and adds other factors such as irregular school attendance alongside poor academic performance, non-completion of homework and discipline problems with peers and teachers. Reasons for absenteeism being sickness, lack of school dues, books, uniforms and truancy.

Human Resource and Social Services Department and Central Bureau of Statistics (2000), agrees with the preceding scholars on factors responsible for school dropouts and adds: - uniforms, exercise and text books on part of the cost of education. Other factors are:-

- Bad company – the influence of peer pressure which includes drugs and alcohol abuse.
- Forced early marriages – Some parents, especially the poor force their daughters into marriage before the rightful age or maturity (18 years) in order to get wealth.
- Child labour – This can be seen as a lot of domestic chores that are beyond the child's ability and affect performance in learning.
- Poor performance/failing examinations.
- Terminal diseases such as HIV/AIDS and increased incidences of orphans thus bringing up orphaned children as another cause of drooping out of school.

- Culture principality - Nomadic lifestyles and circumcision rites. Due to cultures, some parents are least inclined to educate their daughters feeling that they are more useful at home. Indeed, their services are required as early as 8 years to carry out domestic chores particularly fetching of water. Again on these tasks, the younger children are more favoured than the older. Moreover, the eldest children are equally disadvantaged when it comes to school enrolment, more so, the girls. They are kept at home to help in subsistence activities.

Tumushabe, Nyakikongoro and Kakuhire (1997), state that:-

- Children living with guardians are disadvantaged to those living with their biological parents.
- Costs of education for boys in private Christian/secular schools are more likely to drop out than public schools due to being more expensive.
- Private institutions and in particular Christian schools are schools which are also reputed to be better than public schools.
- Parental expectations – Parents do not mind the retention in school, rather, expect their children to learn in Koranic Schools which 'strike a balance of culture' that is, study of Koran as well as social moral values and codes of conduct which to them are dispensable guidance principles which allows them to integrate well with the community.
- Negative attitude of teachers - Poor performance was condoned for the sake of better performance. It was evident that it appeared quite normal and acceptable by the school management for the children experiencing difficulties in learning to drop out of school to allow serious pupils to pursue their studies and improve the KCPE performance and standard in the learning.

According to Manyire (1997), causes of school dropouts are poor learning environment, absenteeism of teachers, unqualified teachers, lack of furniture and scholastic materials.

Muranga (1997), on the other hand, states causes of school dropping as:-

- Negative role models on parents and teachers. Educated girls / women who because of their education alienate themselves from their cultural roots or take up socially unacceptable jobs.
- Impoverished teachers in the rural areas portray bad role model to children who see no sense of being educated.
- The incident of unemployed high school dropouts and school leavers make some children not to see the need of learning.
- Sexual harassment of girls by male teachers and big boys in the school community.

According to Mwaura (2002), children who are traumatized, abused and neglected, street children, child mothers, children of deprived and rich families, children heading families, child soldiers, children from pastoralist communities, child labourers, homeless, refugees and displaced and orphaned children drop out of school due to political problems such as post election violence, sociocultural, economic and health problems which retard physiological and psycho-emotional development of children thus, hindering their learning. Factors that cause such difficult circumstances are external forces or conditions referred to as extrinsic factors which include: Socio-emotional and behavioural, Family and child-up bringing and Social situations

2.4.2 Socio-emotional and Behavioural Factors

These factors include:-

- People close to the child suffering from serious and stigmatized illness such as HIV/AIDS, Vulnerable diseases and mental illness.
- Poverty and lack of employment.
- Poor nutrition due to poverty.
- Famine and other natural catastrophes.
- Political situations that bring in war and violence, resulting to people living as refugees.



- Children of minority families may suffer due to feeling strangers in their own communities. They may be teased and have no friends.
- Poor homes unhygienic surrounding and far from social services for example health centers.
- Deaths of one or both parents or siblings.
- HIV/AIDS, that is a child infected or affected by HIV/AIDS.
- Rich families, that is, children developing behavioural patterns due to lack of proper attention, involvement and care.
- Child abuse and neglect (Mwaura).

2.4.3 Family and Upbringing Factors

The child's upbringing is critical for his future life. There must be, good understanding, discipline and acceptance of appropriate norms and values of society. In a situation where fundamental gaps in upbringing emerge, serious consequences occur. This may have far reaching consequences like emotional behaviour or learning problems. Examples are: - Parents who pressurize their children to achieve or have unrealistic high expectations of their children can make them unyielding to parental pressure and or develop low self esteem. The child may unconsciously become hostile towards parents and develop negative attitudes to them and school thus dropping out (Mwaura).

- Overprotection by parents leaving children no room for freedom and opportunities to become independent. Decisions are made for the children and they do not learn to take responsibilities for their lives school work.
- Some parents show little interest in their children's activities. They are not concerned with the children education and do not encourage them to do well in school. This lack of interest affects their attitude towards themselves and the school.
- In some homes where there is poor discipline. Children often have little routines. When parents are inconsistent in their style of upbringing children they begin to feel uncertain and confused. Disorganized homes constitute one of the main causes of behavioural learning problems.

- Civil strife resulting to family breakage.

2.4.4 School Factors

According to Mwaura, the following factors are associated with school dropouts;

- Teachers who do not have proper skills may not be aware of the children's individual needs and may therefore not be able to assist with those special needs.
- Teachers who are not sensitive to the various needs of learners in their classes. This means that learners whose style or pace of learning is different from the average learner may not be accommodated.
- De-motivated teachers are not sufficiently concerned about doing their best for the learners. They usually spend little time in preparation and present lessons in attractive, less motivating and illogical manner.
- Teachers who use teaching methods which do not meet needs of all children. Because of poor teaching, the learners may result in poor motivation and hence result to disciplinary or behavioural problems.
- In appropriate resources (human and economic) in schools may also result in children developing learning difficulties. Educational resources may not be linked with what is being taught and may not relate to the experience of learners.
- Too rigid or too laxity and inconsistent school discipline may affect learners' social and psychological growth. According to the researcher, majority of the causes of school drop-outs are practical within the study area but a few are not

According to Zoungran, Tokindang and Konale (1997), causes of school dropouts are:-

- Lack of food – hunger facilitates lack of concentration in class.
- Distance – in some areas schools are scattered and very far – about 5 kilometers from home to school.
- Severe punishment by teachers – some teachers still practice corporal punishment even after the government has banned it.

- Late enrolment in school – this affects girls more than boys due to their nature and body mechanism.
- Poor attitude of teachers towards pupils.
- Lack of support from the government – in terms of construction of classrooms and implementation of Supplementary Feeding Programmes.
- Hardcore (Absolute) poor family – households have no means to meet basic needs such as shelter, food, clothing and education among others, thus turning to immoral activities to survive. The children from relatively poor families may fall in the same trap, trying to live like those from well to do families.
- Ratio of teachers / pupils – pupils being too many as compared to the number of teachers expected to attend to them.
- Negative influence of not being born in certain communities for example in a place called Bamako. This characterizes increase in the probability of a child being sent off to live with a third party.
- Father's death – unlike the case with the mother, the father's presence or otherwise has a significant impact on the possibility of access to education for both boys and girls. Being the main provider, the father's demise means a limitation on financial means to meet the family needs and even fewer resources to use on the school expenses of children's education.
- Engagement of paid employment has a negative impact: - A child's assistance is very highly appreciated and parents keep the child at home so as to continue to help maintain the home. Sending the child to school implies loss of significant contribution towards the subsistence activities at home. The impact of ethnic origin is difficult to establish especially in urban environment settings owing to mixed cultures. The concept is too wide to take into consideration given all the social, political and historical demands surrounding it.
- Parent's level of education reflects socio-economic status of the home – it facilitates access to retention in school especially with high levels of schooling. A father's illiteracy acts as a big disadvantage to educational achievement in girls rather than boys. Girls from a low socio-economic background are doubly disadvantaged because number one, they are girls, number two, the socio-

economic status of their homes. Education for girls can be explained by the inferior social status conferred to them by society, that people do not invest in girls because they are “strangers” who will eventually have to leave their homes for marriage and hence benefit the husband’s and in-laws rather than the original family, Zoungran et al.(page 11)

- Lack of electricity has an influence on schooling experience, retention and achievement. This is particularly so during preparation and revision of lessons. Availability of electricity is an indicator of a home’s socio-economic status. The poorer the home, the less will be its educational achievements, especially for girls.
- Lack of running water – homes without water require the involvement of children in the task of fetching it especially the girls and this affect learning.
- Parents living in rental houses – their children are likely to remain within the school system than those parents who are owners of their houses. Tenants are relatively young and more than those who own the housing, which explains effect of age and generation as well as socio-economic status.
- Children and work – there are two forms of work that school going children may be involved in – Traditional (a formative role) and Economic necessity. Girls are often house helpers (45.8%) and freelance/uncontrolled (33.1%). Only 18.7% are in paid employment. Besides girls are disinterested in gaining a work experience and casual labour. Boys have almost equally divided along three lines of activities: - house helper, apprentice and freelance. Apprentices are only found among boys. Children’s contribution to domestic duties and economic work after school is particularly important for many homes. This is classified under socialization activities for children. It is in the way that they prepare for future roles in society. There are five distinct activities: - Fetching water, participation in upkeep of the family plot, meal preparation, child care and commercial roles. Girls do the duties related to their future roles as mothers and home makers while the boys undertake roles preparing them as future fathers. Girls carry out activities that poorly remunerated. On the contrary boys carry out activities which require higher training (Mechanics, Masonry,

higher training (Mechanics, Masonry, Carpentry and Tailoring among others).
The participation in different tasks hinders success in school.

2.5 Implications / Effects of Dropping out of School

2.5.0 Definition of School Dropout

According to the Chambers Concise dictionary (1989), school is a place of instruction for education especially primary or secondary. Dropout means disappearing from one's place. Therefore school dropout means someone who disappears from his/her place of instruction or an education. According to the researcher a school dropout is for this matter a learner or a child who stops learning prematurely; who does not complete the required time for the course and for this purpose primary standard eight.

2.5.1 Individual Dropouts

Children who drop out of school may join unpleasant groups such as "street children" which according to Mwaura (2002) is a social term that refers to children for whom streets have replaced the family and the home as the focal point of their existence and communal interactions. They are devoid of protection, supervision or direction from adults. They are in four categories;-

2.5.1.1 "Children on the street" – These maintain good family ties while out there. They return home in the evening after spending the day begging, working or engaging in petty offences on the streets.

2.5.1.2 "Children of the street" – have loose family contacts and spend some days or nights or part of the day on the streets and occasionally go back home.

2.5.1.3 "Children completely detached from families" – lead a gang life and make shelters in the streets.

2.5.1.4 “Children of street families” – This is a recent emerging group of children born and bred on the street and they know no other homes. Some of them become wild due to drug abuse “gum”. They insult and even engage in sexual behaviour resulting to more street children who continue with improvised life. Others become thieves and harass innocent people.

2.5.1.5 Child Labourers

Other school dropouts engage in the world of child labourers (working children). Child labour has been defined by the International Labour Organization (I.L.O) to mean “any activity performed by a person under the age of 15 years and is detrimental and exploitative”. Kenya’s Employment Act defines it as “the engagement of a child under the age of 16 years in the labour force.”

The Children’s Bill in Kenya (2001) defines child labour as “any situation where a child provides labour in the exchange of payment”. Child labour is therefore, any work that interferes with the child’s upbringing and education. The working children are spread across various economic sectors with the main concentration being in domestic services as house boys and house girls (maids), barmaids and touts (boys). They also work in agriculture, quarrying, mining, fishing, child prostitution, hawking, shoe shining, car washing and begging as well as collection of scrape metal and garbage.

2.6 Intervention Strategies to Curb School Dropouts

Intervention strategies are support measures that are put in place to solve a problem. For the purpose of the study, the problem is school dropout rates.

According to Afonya (1997), the following are intervention measures to curb dropout rates:-

- Pregnant girls should be encouraged to go back to school after delivery.
- Early marriages should be discouraged.
- Parent should be encouraged to save for female education.
- Women achievers to be invited to talk on prize giving day.
- Sensitize community to the results of the study and mobilize them for action.

- Mothers to be advised to set good examples.
- Government to maintain a teacher-pupil ratio 1:30.
- Ensure regular maintenance of schools.
- Government to provide more class rooms if they cannot build more schools.
- Control the prices of essential commodities.
- Regulate the syllabus to ensure that books can be used by different sets of a family.
- Constant counseling of female/male children and even parents.
- Mobilize parents' on importance of female Education.
- Teachers should change attitude, be professionally qualified, use right methods of teaching

Bali (1997), on the other hand, suggested that effective strategies that can be used by schools and families to increase girls' retention in school and improve their performance a:-

- Improving learning facilities for boys and girls.
- Guidance and counseling for both pupils and parents.
- Acquisition of sufficient and appropriate learning materials to motivate girls to stay on.
- Greater involvement of parents and community in schools.
- Attachment of some degree of importance to girls' extracurricular activities as those in boys.
- Introduction of boarding facility for better discipline.

Mwaura, (2002), discusses in details on 'Management of children living under difficult circumstances in families and schools. Mwaura considers five aspects in intervening for school dropouts in families:-attitudes, parental involvement, community support, resources and communication.

2.6.1 Attitude

Mwaura continues to say that children living under difficult circumstances are always excluded or discriminated by some of the community members. To reduce this negative attitude, the family should therefore:-

- See such a child as a human being first with dignity and respect.
- Create a situation in which the child feels accepted and enjoy being a member of the family. This helps raise the child's' self esteem.
- Encouraged the child by involving our family members to care for the child's situation.

2.6.2 Parental Involvement.

Being a parent or guardian is a demanding responsibility. It is full of challenges but rewarding. So for intervention, parents should be involved in:-

- Joint decision making with other stakeholders on how to assist children living under difficult circumstances (dropouts).
- Guiding and counseling such children.
- Guiding and counseling family members on their needs on how to go about such a child.

2.6.3 Community Support

The community should contribute in support for the families by:-

- Raising awareness about the children living under difficult circumstances in the community.
- Guiding and counseling children (dropping out).
- Guiding and counseling members of a family where such as a child belong.
- Tracing families of these children so as to reintegrate or return them to school.
- Advocating for minimizing or eliminating causes that create difficult circumstances (dropping out).

2.6.4 Resources

According to Mwaura, whatever material is available for use at home and school should be shared equitably to all learners, without discrimination.

2.6.5 Communication

This is a vehicle through which learning takes place. It is through proper communication that people relate ideas, feelings, wishes, hopes and expression with other members of the community. Similarly, these children need to be communicated to and how to do it matters a lot. This requires:-

- Understanding their difficulties and needs.
- Using languages that do not remind them of the situation they underwent or are currently in.
- Using appropriate languages in the right situation and also that they can understand.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the way the research was conducted. It covers research design/strategy, sampling procedure, study sample, instruments, data collection procedure and analysis.

3.1 Research Design/Strategy

Both quantitative and qualitative approaches were adopted for this study. Quantitative method was used to collect raw data using standardized tools such as questionnaires. These were directed to a selected sample. Quantitative method used numeral data to explore traits and situation. On the other hand, qualitative approach was used to describe the data collected in words. By using both approaches, the researcher carried a survey to collect information from respondents to determine the status of the problem that is, factors that contribute to school dropouts in Muvuti zone, Central Division, Machakos District, Eastern Province, Kenya.

3.2 Sampling Procedures

Muvuti zone has six sub-zones comprising of thirty four primary schools, eleven in urban and twenty three in rural setting. The schools are composed of both public and private. Among the public are two special schools- Machakos School for the Deaf and Masaku School for the Physically Disabled. Private schools are only two. Through random stratified sampling, the researcher selected ten schools constituting of all the categories represented in the area of study- the two special schools, one private school, two urban schools and five from rural area in order to give a fair presentation.

Using random sampling, ten teachers were selected from each of the ten sampled schools. Convenience and purposive sampling methods were used to select parent respondents.

3.3 Study Sample

The subjects or participants or respondents were composed of one hundred primary teachers from the ten sampled schools and fifty parent representatives of the population in the study zone; The total sample population was composed of three hundred and fifty participants. I used formulae below to choose the sample size.

$$\frac{N}{1 + N(0.05)^2}$$

The teachers were selected randomly without discriminating gender or age. The fact that teachers spend most of their active hours with pupils and have also done child psychology guaranteed their selection. This is because they know the pupils or children's behavior and can provide proper information about them. Likewise parents have a lot of information about the children.

3.4 Validity of Research Instruments

Research instruments are the tools used by the researcher to collect raw data. In this case, the researcher used household survey -questionnaires for both teachers and parents. The researcher used questionnaires because they can capture a large number of standardized responses for comparison; they can be administered to many people at the same time; respondents have freedom and confidence to express themselves since their identification is not required. Questionnaires may not pressurize the respondents especially if sent on post they can take their ample time to respond. Questionnaires ensure uniformity because the questions are written down and by the use of postal services questionnaires can cover a wide geographical area. Hundred questionnaires were used to collect raw data from the teachers and fifty questionnaires used to collect data from parent representatives. Questions were a mixture of both close-ended and open-ended which required short answers like "yes or no" and detailed responses respectively.

Observation allowed the researcher to collect data directly through seeing things or events as they occurred in real situation. Observation makes it possible to record

actions, behavioral and interactions; it is independent of a subject's ability and willingness to report. All the instruments used covered both primary and secondary data sources.

3.5 Data Collection Procedure

With permission or authority letter from the institute of learning that is, Kampala International University, it was possible for the researcher to collect raw data from the study sample population or respondents.

Prepared and pre-tested or piloted questionnaires were taken to the ten teachers from each of the ten sampled primary cum special schools. Fifty questionnaires were given to fifty parent representatives in Muvuti zone. The teachers were selected through random sampling while parents were selected through convenience and purposive method.

Through observation the researcher was keen on what is happening with the school dropouts in Muvuti zone. This means collecting data direct by seeing.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter provides the findings or the answers to the research questions of the study which was on “primary attendance and dropout rates in Muvuti zone, Central Division, Machakos District, Eastern Province, Kenya. The raw data collected through the respondents – teachers, parents, youth and key informants were analyzed, presented and interpreted. The answers were presented in tabular forms, pie charts and bar graphs. The content was described qualitatively.

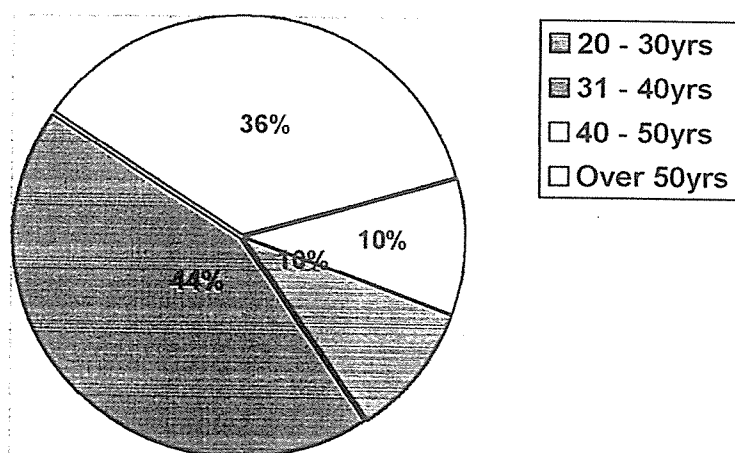
4.1 Data Presentation and Analysis on Teachers Questionnaires

Table 1 Teachers' Gender

Category	Frequency	Percentage
Male	70	70%
Female	30	30%
TOTAL	100	100%

The result indicates that 70 (70%) teachers out of 100 were males while 30 (30%) teachers were females.

Figure 1 Age range of teachers



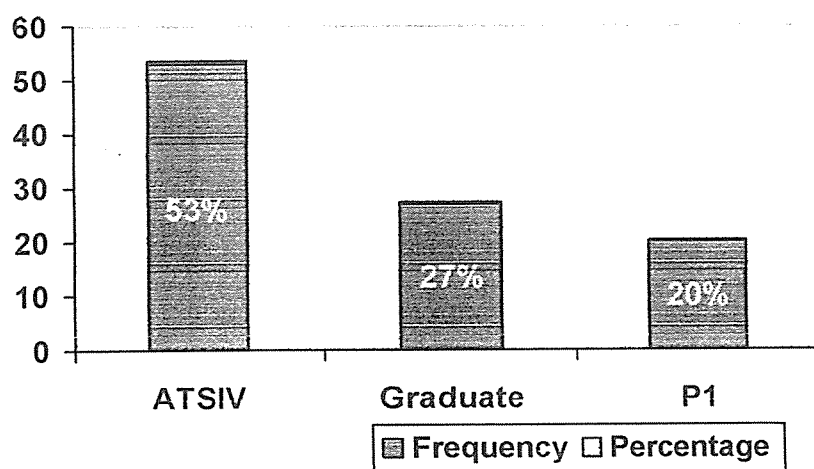
Findings indicate that 44 (43%) teachers out of 100 were between 31 - 40 years; 36 (37%) teachers out of 100 were between 40 – 50 years; 10 (10%) teachers were between 20 -30 years while the remaining other 10 teachers (10%) were over 50 years.

Table 2: Teachers' highest level of education

Category	Frequency	Percentage
'O' level	33	33%
Diploma	34	34%
University	33	33%
TOTAL	100	100%

The results show that all the teacher respondents fell under three levels of education – 'O' level 33 (33%), Diploma 33 (34%) and Degree level 33 (33%).

Figure 2: Teachers' professional qualifications



The findings indicate that 53 (53%) out of 100 teachers professional qualifications were approved teacher status IV; 27 (27%) out of 100 teachers were University graduates while 20 (20%) out of 100 teachers were two year trained teacher (P1).

Table 3: Teachers' work experience

Years	Frequency	Percentage
11-20	67	67%
21-30	26	26%
6-10	7	7%
Total	100	100%

The results indicate that 67 (67%) teachers out of 100 have served between 11 -20 years; 26 (26%) teachers out of 100 have served between 21 – 30 years and 7 (7%) teachers out of 100 have served between 6 – 10 years.

Table 4: Percentage completing standard 8 (Standard 1 of 2000) of the ten sampled primary schools in Muvuti zone

Primary school	STD1 (2000)	Number completed Standard 8 (2007)	Drop	% Drop	Increase	% Increase	% Completed Std 8 (2007)
Machakos primary	180	138	42	23.3	-	-	76.7
Muthini primary	112	95	17	15	-	-	85
Katoloni primary	140	92	48	34	-	-	66
Baptist primary	55	47	8	15	-	-	85
St. Teresas primary	26	28	---	---	2	0.3	102
St. Mary primary	115	104	11	9.6	-	-	90.4
Moi Primary school	28	20	8	29	-	-	71
MSPD	18	18	0	---	-	-	100
MSD	12	10	2	17	-	-	83
Iluvya	80	69	11	19.2	-	-	80.8
Total	766	552	147	20.9	2	0.3	79.1

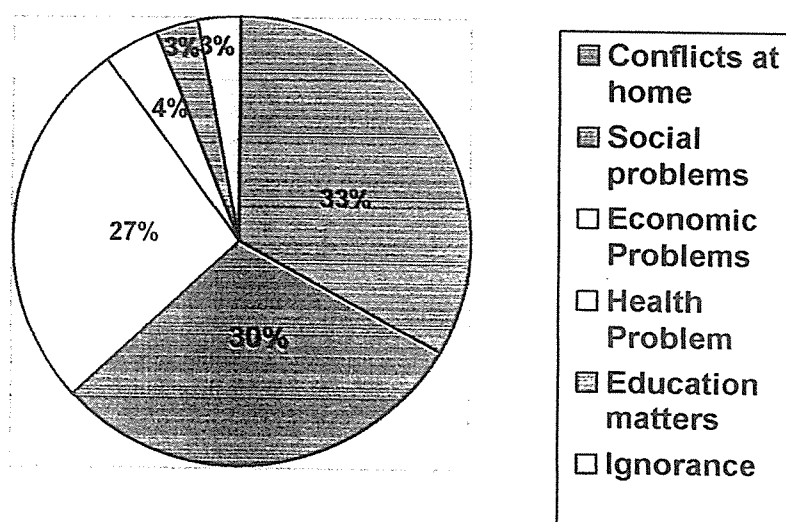
The findings show that the last years class eight (2007) of the ten sampled primary schools in Muvuti zone total enrolment in class one (2000) was 766 (100%) pupils. There was general drop of 147 (19.2%) pupils. Further analysis of the data shows that only one school, Masaku School for the Physically Disabled did not have a dropout. This perhaps is because the sponsors took care and also the children

were not too sick to drop. On the other hand, only one school, Saint Teresa (private) had an increase of 2 pupils. All the other schools had dropouts of between 48 - 2 pupils.

Machakos Primary school is both an urban and a public school and the best academic school in the zone and in the division. According to the deputy teacher (Madam Nalifuma) whom the researcher interviewed, Machakos primary rarely experience school dropouts. So the number (42) which is shown as dropouts is merely due to parents' normal transfer from town to other towns or other places. Otherwise it is a school where most parents are well to do, educated and know the value of education. The researcher is a witness of this as an ex- teacher of the same school for about ten years.

Saint Teresa's which had an increase of two pupils is both a private as well as an urban school. Most parents like taking their children there when there are about to do their National Examination (K.C.P.E) for brushing up because it is also an academic sound school, a competitor with Machakos Primary. The other schools which had serious dropping of pupils were katoloni, Muthini, Iluvya and Saint Mary's which serve the rural part of Muvuti zone. Pupils in these schools are mostly affected by poverty, social problems, and negative attitude of teachers, forced repeat/poor performance and ignorance among others.

Figure 3: Why pupils drop out of school?



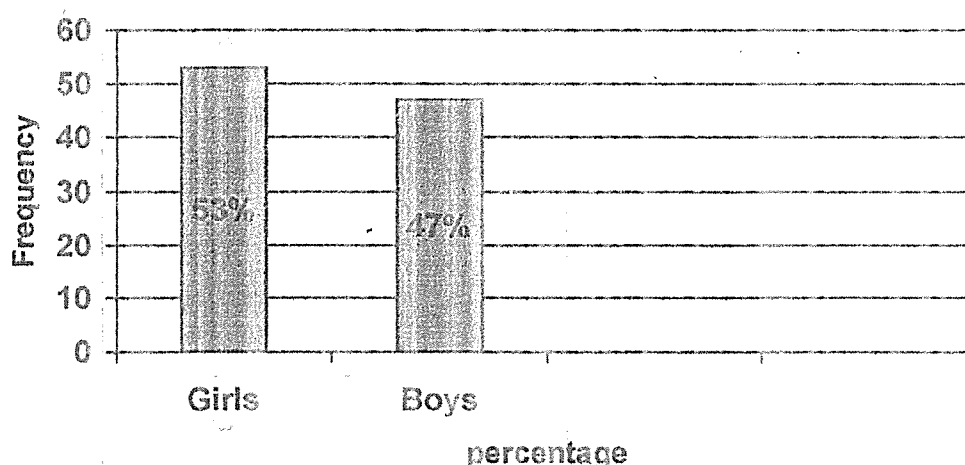
The findings show that 33 (33%) teachers out of 100 said that pupils drop out of school due to conflicts at home, 30 (30%) teachers out of 100 said that children drop out of school because of social problems 27 (27%) teachers out of 100 said that children drop out of school because of health problems, while the remaining 6 teachers said that children drop out of school because of educational matters 3 (3%) and ignorance 3(3%) respectively

Table 5: Age and class that drop out most

Age/Class	Frequency	Percentage
11/6	67	67%
10/5	17	17%
12/7	13	13%
13/8	3	3%

The results show that 67 (67%) teachers out of 100 said that pupils drop out most at the age of 11 years and in class 6, 17 (17%) teachers out of 100 said that most pupils drop out of school at the age of 10 years in class 5, so which is 13(13%) teachers out of 100 said that most pupils drop out of school at the age of 12 years in class 7 while 3 (3%) teachers out of 100 said that most pupils drop out of school at the age of 13 years in class 8.

Figure 4: Gender that drops out more



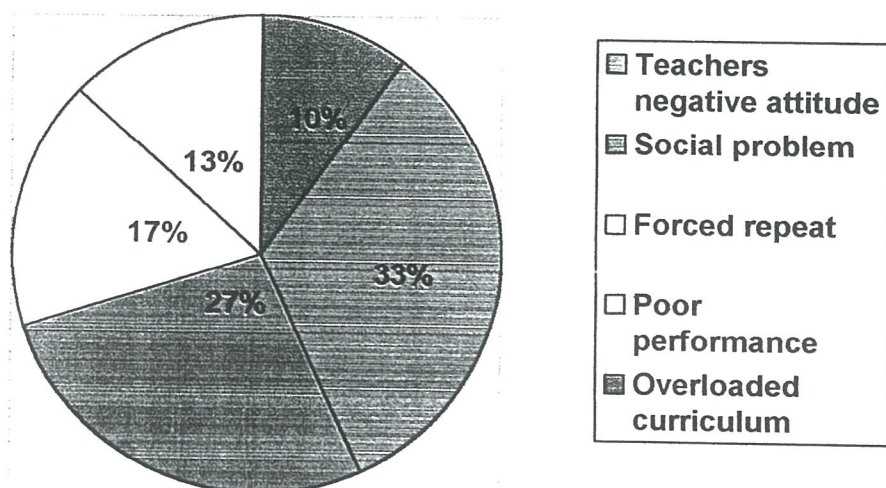
The results show that 53 (53%) teachers out of 100 said that girls drop out of school more than boys while 47 (47%) teachers out of 100 said boys' drop out more.

Table 6: Family where most dropouts come from

Category	Frequency	Percentage
Single parents	33	33%
Divorced parents	27	27%
Deceased parents	27	27%
Both parents	13	13%
Total	100	100%

The findings indicate that 33 (33%) teachers out of 100 said that most dropouts come from single parent family, 27 (27%) teachers out of 100 said that most dropouts come from divorced parents, 27 (27%) teachers out of 100 said that most dropouts come from families where parents have died deceased parents while 13 (13%) teachers out of 100 said most dropouts come from families with both parents alive.

Figure 5: School based problems that cause dropping out.



The results show that 33 (33%) teachers out of 100 said that teachers' negative attitude cause pupils to drop out of school; 27 (27%) teachers out of 100 said that social problems cause pupils to drop out of school; 17 (17%) teachers out of 100 said that forced repeat of classes cause pupils to drop out of school, 13(13%) teachers out of 100 indicated that poor performance cause pupils to drop out of school while 10 (10%) showed that overloading curriculum made pupils drop out of school.

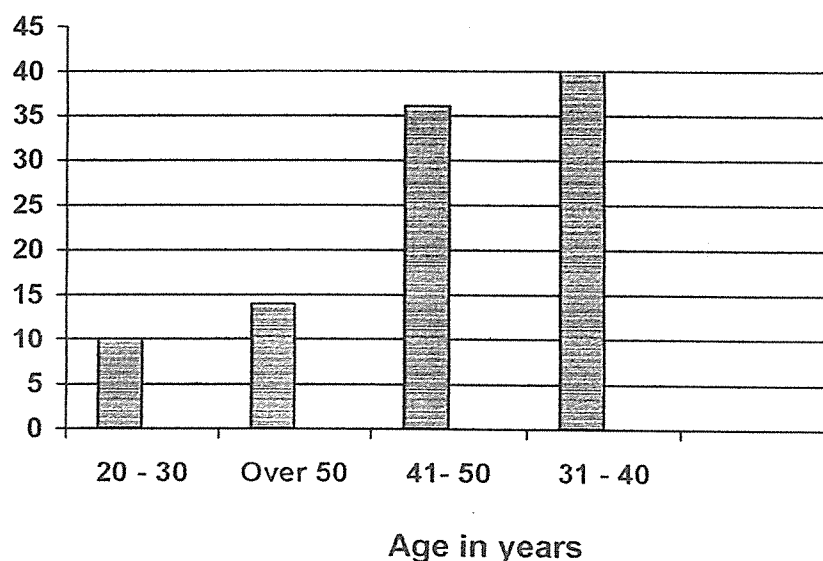
Table 7: Implications of dropping out of school.

Implications/effects	Frequency	Percentage
Increased insecurity	36	36.7%
Poor economic	27	26.7%
Child abuse	20	20%
Illiteracy	10	10%
Frustration/hopelessness depression	7	6.6%
Total	100	100%

The findings indicate that 36 (36.7%) teachers out of 100 said that dropouts cause increase in insecurity, 27 (26.7%) teachers out of 100 said that dropouts promote poor economy, 20 (20%) teachers out of 100 said that dropouts engage themselves in child abuse, 10 (10%) teachers out of 100 said dropping out means increase in illiteracy while 7 (6.6%) teachers out of 100 said dropouts themselves get frustrated, depressed and live a hopeless life.

4.2 Data Presentation and Analysis on Parents' Questionnaires

Figure 6: Parents' age



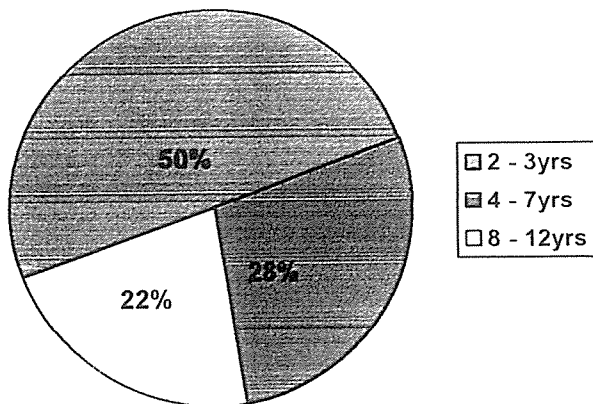
The findings show that 20 (40%) out of 50 parents range between 31 – 40 years , 18 (36%) parents out of 50 range between 41 -50, 7 (14%) parents out of 50 are over 50 years while 5 (10%) parents out of 50 range between 20 – 30 years.

Table 8: Parents' level of education

Category	Frequency	Percentage
'O' level	25	50%
A level	17	34%
K.C.S.E	4	8%
Illiterate	4	8%
Total	50	100%

The results show that 25 (50%) parents out of 50 have finished form four, 17 (34%) out of 50 finished class seven and eight, 4 (8%) parents out of 50 did Kenya Certificate of Secondary Education (form 2) while 4 (8%) parents out of 50 were illiterate.

Figure 7: Parents' number of children



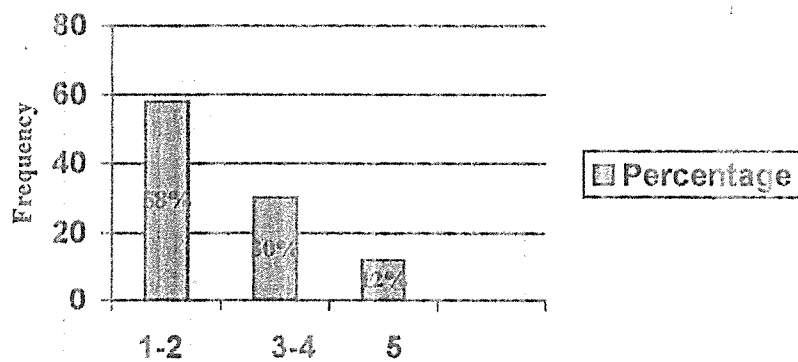
The results show that 25 (50%) parents out of 50 had 2 -3 children, 14 (28%) parents out of 50 had 4 -7 children while 11 (22%) parents out of 50 had 8 – 12 children.

Table 9: Age for primary beginners

Age (Years)	Frequency	Percentage
6	29	58%
7	15	30%
4	3	6%
5	3	6%
Total	50	100%

The responses showed that 29 (58%) parents out of 50 take their children to primary school at the age of 6 years, 15 (30%) parents out of 50 took their children to primary at the age of 7, 3 (6%) took their children at the age of 4 years while other 3 (6%) parents out of 50 took their children to primary school at the age of 5 years.

Figure 8: Parents' number of children who had completed standard 8



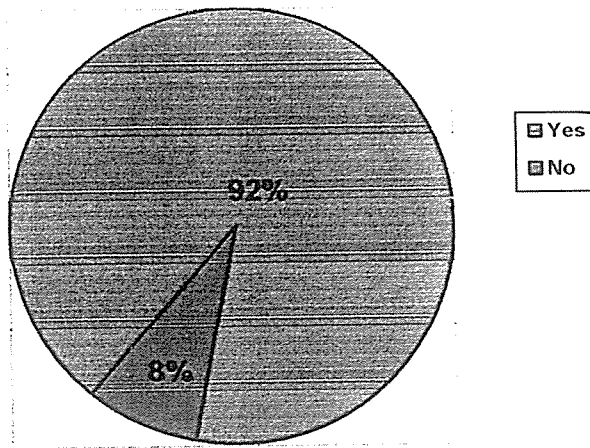
From the findings out of 50 parents 29 (58%) had between 1-2 children who had finished class eight, 15 (30%) parents out of 50 had 3-4 children who had completed class eight while 6 (12%) parents out of 50 parents had completed class eight.

Table 10: Number of dropouts per parent

No	Frequency	Percentage
0	38	76%
2	4	8%
4	4	8%
7	4	8%

The results show that 38 (76%) parents out of 50 had no dropouts, from the remaining parents, 4 (8%) had 2 dropouts, 4 (8%) had 4 dropouts, while 4 (8%) had 7 dropouts respectively.

Figure 9: Whether parents spend time with their children



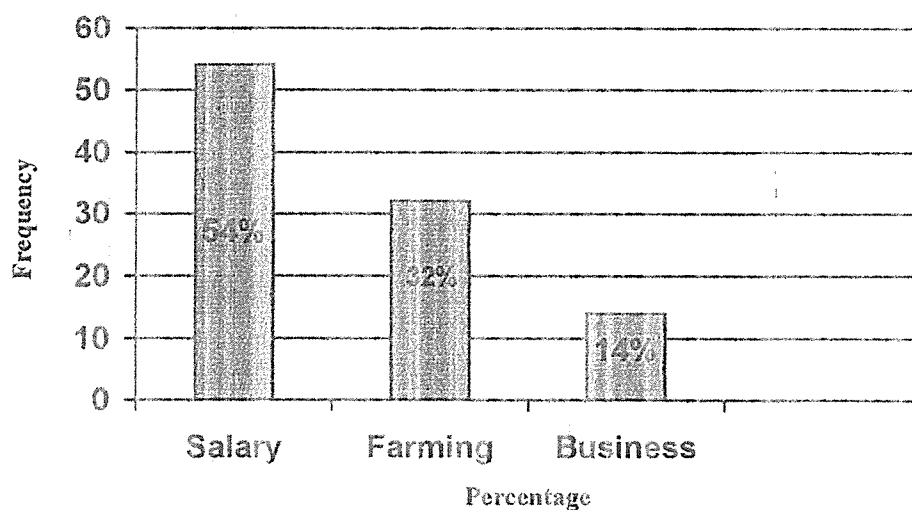
The findings indicate that 46 (92%) parents out of 50 spent time with their children while 4 (8%) did not have time with their children.

Table 11: What parents discuss with their children

Subject	Frequency	Percentage
School matter	20	40%
Behavior	14	28%
Health matters	12	24%
Marriage	4	8%
Total	50	100%

The results indicate that 20 (40%) parents out of 50 discussed school education matters, 14 (28%) parents out of 50 discussed behavior or discipline, 12 (24%) parents discussed health matters with their children while the remaining 4 (8%) parents out of 50 discussed issues to do with marriage.

Figure 10: Parents' Source of Income



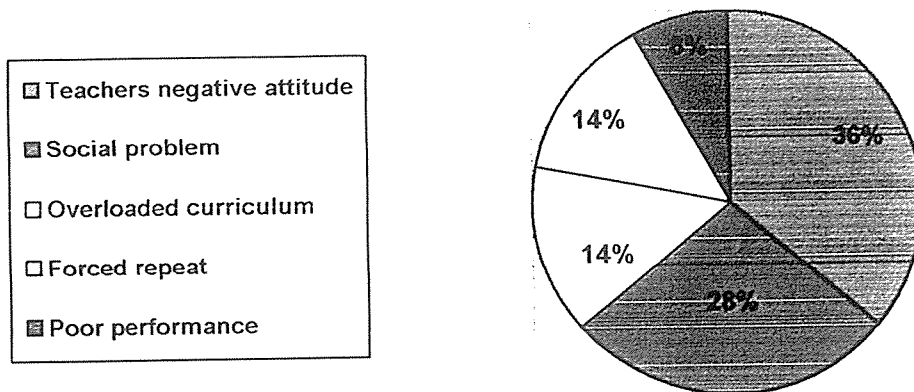
The findings show that 27 (54%) parents out of 50 were employed and received salaries as their source of income, 16 (32%) parents out of 50 were farmers while 7 (14%) parents out of 50 were business people.

Table 12: Whether there are school based problems which cause dropping out

Category	Frequency	Percentage
Yes	46	92%
No	4	8%
Total	50	100%

Results indicate that 46 (92%) parents out of 50 said there was school problems while 4 (8%) parents out of 50 said there were no school problems.

Figure 11: School based problems which cause dropping out



The results indicate that 18 (36%) parents out of 50 said teachers' negative attitude was a school problem which caused pupils to drop out, 14 (28%) parents out of 50 said that Social problems made pupils drop out of school, 7(14%) parents out of 50 said that overloaded curriculum made pupils drop out of school, 7(14%) parents out of 50 said forcing pupils to repeat classes made them drop out while 4(8%) parents out of 50 said pupils poor performance made them drop out of school.

Table 13: Family where most dropouts come from

Family	Frequency	Percentage
Divorced parents	25	50%
Single parents	14	28%
Both parents	7	14%
Deceased parents	4	8%
Total	50	100%

The responses indicate that 25 (50%) parents out of 50 said that most dropouts come from divorced parents, 14 (28%) parents out of 50 said that most dropouts come from single parent family, 7(14%) parents out of 50 said that most dropouts come from families with both parents while 4 (8%) parents out of 50 said most dropouts come from families of deceased parents.

Table 14: Implications/effects of dropping out

Implications/effects	Frequency	Percentage
Vicious cycle of poverty	20	40%
Childs psychological effect	12	24%
Increased insecurity	11	22%
Increased immorality	7	14%
Total	50	100%

The results show that 20 (40%) parents out of 50 indicated implications/effects of dropping out of schools as vicious cycle of poverty, 12 (24%) parents believed that children (the dropouts) are psychologically affected, while 11 (22%) parents out of 50 stated that dropping out of school increase insecurity while 7 (14%) parents out of 50 believed that dropping out of school increase immorality (moral decay)

CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This is the last chapter of the research report on "Factors contributing to primary school dropouts in Muvuti zone, Central Division, Machakos District and Eastern Province, Kenya. The chapter covers discussions, conclusions and recommendations.

5.1 Discussion

The Purpose of the study was to establish in-depth the factors that contribute to primary school dropouts in Muvuti zone, draw conclusions and recommend for intervention measures to curb the situation. The research questions required the age, class and sex that drop most; reasons/factors that make pupils drop, the kind of family where most dropouts come from, implications/effects of dropping out and strategies for alleviating the problem.

The findings show that in Muvuti zone girls at the age of eleven to twelve in class six drop more than boys. This is due to the complications brought by adolescent stage particularly the menstrual flow when not handled with care. According to the data from the teachers and parents most dropouts come from divorced parents and single parents respectively. Single parents mostly are those who got pregnant in school and never got married, they are poor and unstable. Divorced parents leave children in dilemma as to who is right, mother or father and in most cases they are disturbed in their education.

To summarize the findings, the factors that contribute to primary school dropouts were compressed into main categories such as: - Teachers negative attitudes towards pupils, conflicts at home, social problems and economic problems. Other factors at a lower magnitude were: - overloaded curriculum, forced repeat/poor performance, ignorance and health problems.

Teachers' negative attitude towards pupils - Apart from parents, teachers are very important people in the lives of children (pupils) they spend $\frac{3}{4}$ of their active hours of the day with pupils. For this matter they are supposed to portray worthy qualities such as: - good communicators, knowledgeable, skilled, positive and sensitive towards all learners including those with special needs; good classroom managers and collaborators among others.

The findings once more show that the teacher respondents are highly educated, trained, experienced and all are Christians. Meaning, they are qualified and morally sound to give proper information about school dropouts. On the contrary, the findings portray them as negative towards pupils. This is shown by the way they apply corporal punishment (though banned) to pupils; something light like torn uniform, coming to school a bit late in the morning or afternoon can make teachers beat pupils seriously. They associate pupils with their parents particularly if they were as poor performers as their children; they label children especially the low achievers as "Ng'ombe" meaning stupid. "Nthimba" meaning smelling and other kinds of insults.

Some reasons for these negativities are that, free primary education in Kenya made increase in enrolment in public primary schools and the number of teachers was not increased to meet the demand. Meaning heavy workload compared to little salary (peanuts) given to them; long working hours even when one is not on the timetable, he/she has to remain in working station; some schools have double streams with less than ten teaching staff including the headteacher; children may be eighty and above in one classroom which is difficult to manage; some children sit on the floor, under a shelter or tree. Teachers have taught the highest position holders in the Republic including the President himself but they can not buy a bicycle without a loan while those "pupils" can afford a million or more in a month. This is the highest degree of mistreatment or mockery. All these unfavorable environment or conditions without compensation stress the teacher who is expected after all to perform. The whole stress is fended on the innocent children through various means like punishment. Teachers' poor relationship or misunderstanding with children's parents is also transferred to the pupils. It is

worse if the pupils are not performing or disciplined.

Conflicts at home - Parental strife which is portrayed in quarrelling, fighting, insulting name it, may cause divorce which affects children psychologically. Children may be torn in between mother and father and may be neglected. This deprives them love and care from parents thus developing undesirable behaviour by copying their parents. They become rebellious and may not follow or cope with school rules and regulations. The goodness of Muvuti zone is that it lies on a very peaceful area (the Akamba zone) where no civil strife has struck, even with the after 2007 post election violence in Kenya.

Social problems - These are many and diverse. They include pupils influence of peer pressure, (bad company), poor upbringing, poor rapport among children, parents and teachers; children having deviant behaviour, becoming unruly, disobedience to school rules and regulations, Lack of parents and teachers affection, orphaned and neglected; children/pupils engaging themselves in drug abuse particularly boys and others involving themselves in child abuse. Child abuse can either be from big boys and male teachers. Girl's harassment or assault by boys or male teachers may cause other problems such as pregnancies and sexual transmitted diseases such as HIV/AIDS which may cause death. A case of a male teacher who assaulted a girl in school was on Saturday Daily Nation 23rd October, 2004. Most of this child abuse affects girls greatly and drops out of school. May be, becoming pregnant, delivering and staying at home to look after the baby while the boys continue with their education like nothing has happened. Through observation, the researcher has witnessed two male teachers, one from within Muvuti zone and the other from a neighbouring school interdicted because of impregnating school girls.

Economic problems - These are to do with financial implications. They are the root cause of many other problems affecting children /pupils in Muvuti zone. Without money life today is very difficult. Although Kenyan Government has implemented free primary education, this is only part of the cost otherwise the education is still expensive in Kenya and more so Muvuti zone, the study area. The government of Kenya has played a role in causing poverty in most part of the

country including Machakos District where Muvuti zone is. The big "men" in high positions in Kenya have become so selfish that corruption, tribalism and nepotism have become the order of the day. This deprives the common man the rights such as education, food, shelter, clothing including school uniforms and other necessities of life.

Most children in Muvuti zone drop out of school because of lack of food which deprives children concentration in class. Some go to school with torn uniform; they live in poor shelters without water and electricity. Most primary schools demand tuition fee for extra coaching which is necessitated by the overcrowded curriculum of Kenyan system of education. Most parents in Muvuti zone are basically "hard-core" (absolutely poor). Even those employed, the salary is too little to meet the demands. Famine is very acute in most families in Muvuti zone. The land is unfertile and in small pieces for each family without minding the number of family members. The pieces of farms produce little that gets over immediately after harvesting or even some never harvest anything. They depend on buying food which is very expensive especially after the post election violence, inflation is too high even to those who are better off in terms of earning. So with extra money demanded for tuition which is a must somehow in most schools, particularly for classes 7 and eight and in other schools from 4 – 8, uniform, food, extra textbooks and exercise books and other stationary children in Muvuti zone find it difficult to cope with education.

Overloaded curriculum of 8.4.4 system education in Kenya strain both teachers and pupils. Though subjects were reduced to five examinable subjects (K.C.P.E) Mathematics, English, Kiswahili, Science and Social Studies (Geography, History and Civics, Christian religious Education) the workload is still heavy since the content of syllabus is not easily completed. This has caused many primary schools or almost all to create extra time beside the normal for the teachers. Most schools, children begin classes from 7am to 6.30 pm for the upper primary that is, classes four to eight while the lower pupils who according to the government supposed to leave for home at 12.45 pm, come back for tuition in the afternoon until 3.10 pm. This is why parents pay extra money for each child for the

extra hours teachers spend with them on top of their normal hours. This is very tedious and strenuous for both teachers and more so, pupils who need time to grow and develop wholly – physically, emotionally, mentally and spiritually or morally. Pupils need time to play and relax. Those pupils who are lazy opt to drop out of school to avoid this tedious and strenuous work.

Forced repeat/poor performance - most children who do not perform well in some schools are forced to repeat. This is made to give way to those who are thought to be better for the sake of high mean score - high achievement or performance of the class and the school as well. In such cases, pupils especially girls who enroll late, drop out of school. Through observation, the researcher has witnessed teachers and school administration forcing poor performers to repeat class. This in some cases cause collision of parents and teachers together with administration. When this happens, the children/pupils are the most affected because where “two bulls fight the grass gets destroyed.” Therefore both forced repeat and poor performance cause dropping out of school.

Ignorance – Some parents ignore their children because of being illiterate; others because they do not value education especially the rich parents who see money more important than education. In this case such parents do not see the need for their children to struggle with education. The same attitude is passed on to their children. Other parents expect too much from their children, pressurizing on high performance or achievement without knowledge of their children’s abilities/strengths or weaknesses. Others still, overprotect their children denying them independence and confidence in what they do. They deny children difficult work making them lazy and unable to perform well in school. Other parents have little or no interest at all with their children school work, they never encourage them nor motivate them in learning. On top of this, some parents are too lax to discipline their children; they give them too much freedom thus spoiling them; they leave no room for normal growth of children. Other parents are rigid on their children; they give no freedom at all, they stress rules and regulations to be followed. Both lax and rigid parents make their children have behavior disorder causing dropping out of school.

Teachers become ignorant not because they do not know but due to pressure of work. Managing so many pupils like 80 and above in one classroom is not easy so the low achievers are left and the teachers move with the average, gifted and talented pupils. In the group discussions, the youth (victims of dropping) expressed and confirmed that girls drop out more than boys. They linked this to teachers' ignorance during girls' adolescent stage, particularly on the onset of menstrual period where girls do not understand themselves and the teachers do not understand them too. This situation brings confusion and dilemma causing termination of school prematurely.

Health problems - Children who become too sick to continue with education they drop out of school.

All these factors that contribute to school dropouts in Muvuti zone are similar to many of the other scholars cited in the Literature Review. These are Afonya,(1997) , Bali (1997), Human Resource and Social Services Department and Central Bureau of Statistics (2002), Zoungran, Tokindang and Konale (1997), Tumushabe, J.Nyakingoro, R. and Kakuhire (1997), Muranga (1997) and Mwaura (2002)

Factors that preceding scholars had investigated which do not affect Muvuti zone are culture principalities such as female genital mutilation, traditional circumcision, preference of boy child to girl child, educating girls to get wealth husbands, child soldiers and civil strife which traumatize children. However, girls are seen to have the obvious seemingly extra house chores duties than boys which at times affect their smooth learning.

The results also show the degree of effects/ implications on individual dropout and the society. Dropping out of school affects immediate family, (parents or guardians) and community – the school and the society at large. Some dropout girls become pregnant prematurely – living a vicious cycle of poverty especially a girl from a poor family giving birth to a baby.

The findings show that most dropouts come from single and divorced parents meaning, the girls follow the foot steps of their parents, more so mothers who fail to be role models. Other dropouts join street children and become a bother particularly in urban centres as seen in Muvuti zone in Machakos town. Some

become cruel to an extent of stabbing the security (police). Some even throw feaces to people who refuse to do what the street boys want. Others become thieves; pick pocket and all sorts of things. Due to poverty as seen before, some school dropouts join the world of labourers as house maids, barmaids and boys become touts, "Shamba" boys and all sorts of jobs but with little money plus food and probably not eating enough or well. Some especially boys join gangs of criminals while girl join commercial sex particularly at night.

According to the two sub-chiefs the researcher interviewed, most small girls come to town bars, pubs and other secretive strategic places at night for sex trade. There are "sex brokers" who negotiate on behalf of those small girls for payment. This prostitution is confirmed by Saturday Daily Nation (October 30th 2004) which talked about the evil of child sex trade. It said "30,000 girls are corrupted as deprived tourism increases" (page 11). Another case was on Daily Nation (October 11th, 2004) which talked about "How poverty turns love in to battle of "sexes." This is an effort of earning living but in the wrong way. Most dropouts are never focused and their life may never be comfortable or prosperous. Some get frustrated, stressed and depressed to a point of committing suicide. Some get HIV/AIDS and may also die. This is a big loss to the family, school and the society at large.

The findings have also shown that dropouts in Muvuti zone have made insecurity increase; dropouts who marry early or get pregnant they get children they can not care for and therefore living vicious cycles of poverty. This is a real burden to the parents and the society. It implies that Muvuti zone lags behind with illiterate people hence continued poverty. Illiteracy is a sign of underdeveloped country whose future is likely to be doomed. "An idle mind is the workshop of the devil." If dropouts are not directed or assisted fully they direct their energy to illegal practices and activities such as criminality and immorality. This moral decay demoralizes the name of the family, school and society as a whole bringing fear of the future.

5.2 Summary and Conclusions

School wastage has been there since the formal education begun in Kenya. It has

differed from time to time and region to region depending on different factors. In Muvuti zone, Machakos District, school wastage has been experienced, truly, it is a real menace. This conclusion was arrived through answers to research questions. Findings showed that girls between eleven and twelve years in class six were found to drop more than boys. This is attributed to additional problems of menstrual period which confuses them particularly, if ignored by the teachers. Most dropouts were found to come from both divorced and single parents' families. The key concern for this research study was to examine factors that contribute to pupils dropping out of school, these were identified and compressed into:-

Teachers negative attitudes towards pupils – This is portrayed in the various kinds of serious punishment inflicted to pupils by teachers, labeling of children, insulting and general poor relationships.

Conflicts at home – parental strife destroys the harmony and peace at home causing children to suffer psychologically and develop undesirable behavior by copying their parent's bad role model. Children become rebellious failing to cope with school rules and regulations.

Social problems – This encompasses poor rapport among teachers and pupils; children and their parents and the pupils themselves. Through peer pressure influence and copying outside world lifestyle, pupils develop deviant behavior such as indiscipline, indulging in drug abuse and sexual behavior which may even cause sexually transmitted diseases like HIV/AIDS and even cause death.

Economic problems – Most parents in Muvuti zone are hard-core (absolute poor). Without finance life is difficulty because the government has not provided for everything. Pupils lack essential things like food, shelter, and clothing including school uniform, extra text and exercise books and sanitary towels for girls among others.

Overloaded curriculum -The 8.4.4 system of education in Kenya has overloading work which stresses both teachers and pupils. It does not allow children to grow and develop wholly – physically, mentally, psychologically and morally. Children need time to play and relax. This strenuous work is not liked by

the lazy pupils so they opt to drop out of school.

Forced repeat - Pupils who are poor in class are forced by teachers to repeat to give way to those who can make mean score high. This may cause conflict between teachers and parents hence affecting the children.

Health problems - Children who become too sick to continue with education drop out.

Ignorance - Illiteracy on the part of parents can cause ignorance. Others particularly rich parents may not see the value of education. Pupils can also be careless. Teachers become ignorant due to many reasons including mistreatment by the Government and Teachers Service Commission (employer). Teachers handle overwhelming number of pupils in class, yet with no proper appreciation. In addition to factors, other crucial issues that were found out were the serious implications/effects of dropping out of school. Dropouts become a burden to their parents and the society. Poor dropouts bear children which they can not care for. This means a vicious cycle of poverty in the lineage. Dropouts cause fear and insecurity in the families and the society. Criminality increases with increasing idlers in the villages. Some school dropouts may join child labourers but others indulge themselves into drug abuse, child abuse and commercial sex which may cause sexual transmitted diseases such as HIV/AIDS. This tarnishes the name of the family, school and the society.

Factors that contribute to school dropouts as well as there effects, are many and diverse but they can be eradicated or reduced through all stakeholders teaming up and working responsibly, more so the government, Teachers Service Commission, parents and the pupils themselves. It is paramount to safe young people from this calamity of dropping out of school which causes other epidemics like HIV/AIDS hence death. Losing young citizens means losing the better future of the society, the nation, Kenya.

5.3 Recommendations

Basing on the entire study, the researcher recommended the following intervention measures to curb the situation of pupils dropping out of school.

- The Government in collaboration with Teachers Service Commission should treat

teachers honourably by giving them remunerations worth their efforts, qualifications, experience and the workload bestowed on them; Should avoid mockery salaries to teachers who have taught everybody including president himself.

- The government should play its roles responsibly by building enough school infrastructure, providing school lands where there is not to avoid pupils walking long distances.
- The government should eradicate corruption, tribalism, nepotism, manage and distribute resources equitably bridging the gap between the poor and the rich.
- parents should be sensitized on how to create good rapport with their children and teachers; be educated on family life skills in order to manage their family members – children and avoid conflicts – parental strife which creates chaos at their homes instead create harmonious living and learning atmosphere.
- The government should collaborate with the media group to remove destructive programmes such as pornography and violence- the western world lifestyle influence.
- The government in collaboration with Teachers Service Commission should make sure that all teachers receive special training from special institutions such as Kenya Institute of Special Education; this would assist them in changing their negative attitude towards pupils including those with special needs.
- Due to prevailing poverty in the country particularly in Muvuti zone, the government should set a strategic plan to assist the very hard-core (absolute poor) families especially those with a big number of children at the same time have poverty eradication scheme with people of integrity to manage them; create employment for the youngsters to avoid crime which are done by the idlers.
- Children should be advised not to rush into things like early marriages, pregnancies but rather wait for the right time after learning.
- Government should strongly strategize or put up policies to guard children with disabilities so as to share resources available equally with the able bodied children and be assisted fully as human beings.
- There should be a professional counseling team assisted by Health officers to

advise poor families to have children they can afford to manage well, educate, clothe, feed, shelter and the like.

- The government should modify the 8.4.4 system of education to suit all learners even those with special needs.
- Government should not assume that teachers are professional counselors but rather should employ a counselor at least one in each school to assist in upcoming undesirable youth behavior like the foreign cultural styles that are destructive to the African good traditional discipline.
- Parents should be good role models to their children; not to be lax or too rigid to their children. Rich parents should avoid taking their children to bars, discos and giving them a lot of money.
- The government in co-operation with the Teachers Service Commission should employ more teachers to meet the overwhelming number of children in the public primary schools which is caused by provision of free primary education. At least a teacher pupil ratio of 1:40 or 45 in regular primary schools and in special 1:4 but with deaf blind 1:1
- Government should take full charge of all orphaned children and the HIV/AIDS positive victims.
- Teachers should avoid by all means corporal punishment and look for other corrective measures that are not punitive.
- The government should ensure enough rehabilitation (Approved schools) centres to cater for those school dropouts who become more of criminals to change their behaviour.
- Religious leaders should be allowed to have devotions in each primary school once a week in order to build pupils morally and ethically.
- There should be forums for teachers, parents and pupils for discussion on mutual relationships.
- Government should be organizing consisted refresher courses for the teachers and other stakeholders for updates on the current methods or strategies of dealing with the today's generation.
- Irresponsible parents should be handled by the government and forced by law to

take up their responsibilities as parents.

- Children should not be allowed full freedom to do what they desire but should be controlled by all stakeholders including parents and teachers.
- Now that the government of Kenya implemented free primary education and even partially free secondary education, there should be Adult Education Programme to cater for those who dropped out of school and wish to go back to school in order to do so without shame of age.
- Scholars are most welcome to go deeper on the issues of pupils dropping out of school and may be to a larger scale.

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APPENDICES

APPENDIX A: Authority Letter

APPENDIX B: Questionnaires for Teachers

APPENDIX C: Questionnaires for Parents

APPENDIX D: Map of Research Area

APPENDIX E: Sample Schools



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

DATE: . . . APRIL 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR JOSEPHINE W.B. MADLO
REG NO BED13368161DF

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

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

ATTENDANCE AND DROPOUT RATES IN MUWITI ZONE
CENTRAL DIVISION MALAKOS DISTRICT . KENYA
Case Study: PRIMARY SCHOOLS

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

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

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE



QUESTIONNAIRE FOR THE TEACHERS

The questions are geared to provide information on "Primary school attendance and dropout rates in Muvuti Zone, Machakos District, Kenya".

Instructions: Tick where necessary or provide appropriate answer(s) to the questions. The information provided will be kept confidential.

1) Gender

Male ☐

Female ☐

2) What range of years do you belong to?

20-30 ☐

31-40 ☐

41-50 ☐

Over 50 ☐

3) What is your highest level of education?

.....

4) What is your professional qualification?

.....

5) How long have you served as a teacher?

.....

6) What religion do you belong to?

.....

7) How many pupils in your school completed class eight last year?

.....

8) How many were they when they started class one?

.....

9) What are the reasons that cause pupils to drop out of school?

.....

.....

.....

.....

10)What age and class do most pupils dropout of school?

Age-..... Class-.....

11)Who drops more? Boys or girls.

.....

.....

.....

12)What kind of a family do most dropouts come from?

Both parents	<input type="checkbox"/>
Single parent	<input type="checkbox"/>
Divorced parents	<input type="checkbox"/>
Deceased	<input type="checkbox"/>

13)What are the school problems which cause pupils to dropout?

.....

.....

.....

.....

14)What are the implications/effects of pupils dropping out of school?

.....

.....

15. What are the possible intervention strategies which can be employed to solve the problem of dropping out of school?

.....

.....

.....

.....

QUESTIONNAIRE FOR PARENTS

The questions are geared to provide information on "Primary school attendance and dropout rates in Muvuti Zone, Central Division, Machakos District, Eastern Province, Kenya".

Instructions: Tick where necessary or provide appropriate answer(s) to the questions. The information provided will be kept confidential.

1. What range of years do you belong to?

- | | |
|---------|--------------------------|
| 20-30 | <input type="checkbox"/> |
| 31-40 | <input type="checkbox"/> |
| 41-50 | <input type="checkbox"/> |
| Over 50 | <input type="checkbox"/> |

2. What is your highest level of education?

.....

3. How many children do you have?

.....

4. At what age do you take your children to primary school?

.....

5. How many of your children have finished class eight?

.....

6. How many have dropped out?

.....

7. Do you spend time with your children?

.....

8. If yes, what do you discuss together?

.....

.....
.....

9. What is your source of income?

Salary ☐

Farming ☐

Business ☐

10. Are there school based problems that make pupils drop out?

.....

11. If yes, what are these problems?

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

12. What kind of family do most dropouts come from?

Both parents ☐

Single parents ☐

Divorced parents ☐

Deceased ☐

13. What are the effects/implications of dropping out of school?

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

14. What are the possible intervention strategies which can be employed to solve the problem of dropping out of school?

.....

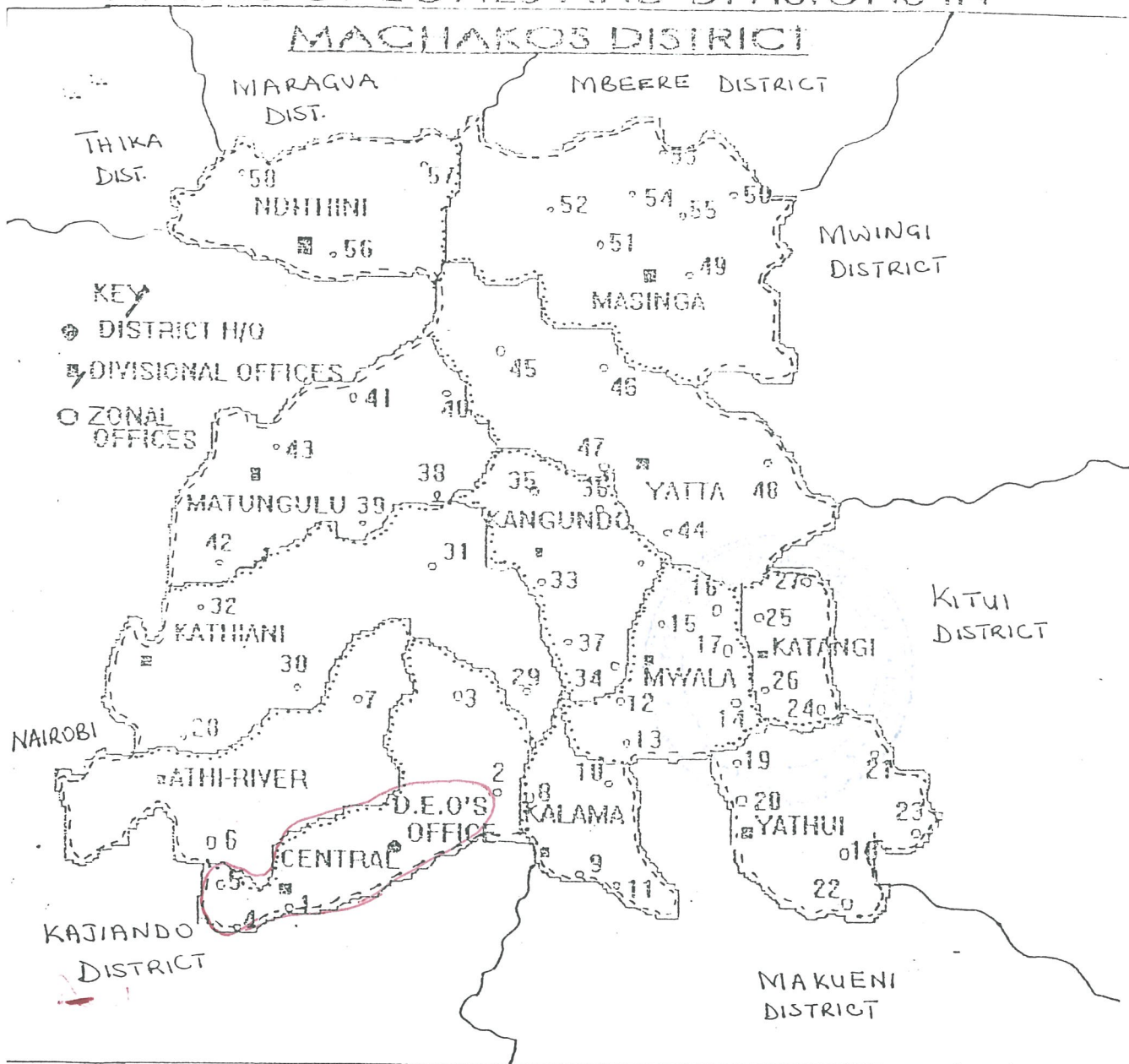
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NAMES OF ZONES AND DIVISIONS IN

MACHAKOS DISTRICT



KEY --- DISTRICT BOUNDARY
 --- DIVISIONAL BOUNDARY.
 - MUVUTI ZONE

TEN SAMPLED SCHOOLS IN MUVUTI ZONE

1. Machakos Primary School
2. Muthini Primary School
3. Katoloni Primary School
4. Baptist Primary School
5. St.Teresa Primary School
6. Iluvya Primary School
7. St.Marys Boys Primary School
8. Moi Primay School
9. Masaku School for the Physically Disabled
10. Machakos School for the Deaf

