FACTORS INFLUENCING DROPOUTS IN PUBLIC PRIMARY SCHOOLS IN MOGOTIO SUB-COUNTY, BARINGO COUNTY, KENYA

BY

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DECLARATION

Declaration by Student

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DEDICATION

To my dear parents whom I learn virtues of hard work and tolerance. To my loving husband and our children

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ABSTRACT

The major drawback in attaining Education for All (EFA) and Vision 2030 is the rising cases of school drop-out. Any factor that interferes with pupil learning not only undermines the goals of education but also hampers the growth and development of the children. Policies to improve school progression and reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved. Despite the policies that Kenyan government, UNICEF and NGOS have put in place with regard to accessibility to education by all children; there are still children in the rural areas not going to school. Even those who are able to go usually perform poorly academically and even drop before they complete the primary education system. The purpose of this study therefore is to investigate the factors affecting dropout rates in Mogotio Sub County. Objectives of the study were; to find out school related factors influencing dropout rates in primary schools in Mogotio Sub County, to investigate the socio-Economic factors influencing dropout rates in primary schools in Mogotio Sub County, to identify learner related factors influencing dropout rates in primary schools in Mogotio Sub County and to establish measures put in place to reduce dropout rates in primary schools in Mogotio Sub County. The study was guided by Push- out Grounded Model by Arkifat. The study was conducted in Mogotio Sub-county, Baringo County. The target population included all the 2,459 pupils of primary schools, 919 teachers and 103 head teachers in Mogotio Sub County. Proportionate stratified sampling was adopted to stratify the pupils, teachers and Head teachers according to the location they belong. Mugenda's rule of 10% was used to select a sample of 246 pupils, 92 teachers and 31 head teachers making a total of 369 respondents. Close ended questionnaires were used to collect data from the learners and the teachers. Head teachers were interviewed with the aid of interview guide to get in-depth information concerning pupils drop out. The questionnaires in this study were validated through application of content validity. To ensure reliability, the researcher, in close consultation with the supervisors, constructed the research instruments and pre-tested them by carrying out a pilot survey. The questionnaires were pre tested in the neighbouring Eldama ravine sub county. Ten percent of the sample was used for pre testing this comprised of 25 pupils, 10 teachers and 3 head teachers. Data collected from the study was checked and validated for accuracy and completeness at the end of each day. Quantitative data was entered using SPSS. Data was presented using pie charts, bar graphs and tables. The study findings revealed that knowledge resources were not enough in the institutions which negatively influenced drop out. Schools with limited learning facilities discourage students from attending such schools. The study concluded that the factors influencing dropout were; poor parental care, poverty, child labor, death of parents, pregnancy, peer influence and indiscipline while the factors that influenced drop out were; poor academic performance, absenteeism, indiscipline, child labor, peer influence, poverty and poor parental care. Both dropout and repetition were influenced by poverty, peer influence, indiscipline child labor and poor parental care. The study recommends there should be affirmative action aimed at encouraging pupils in ASAL to stay in school. Besides, the County and National governments should collaborate and pool resources to ensure that they coordinate feeding programs in schools and scholarships for needy students. The study will be significant to the government through the ministry of education in identifying the factors that affect dropout of pupils in primary schools hence helping them to develop policies that boost retention of learners.

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ABBREVIATIONS AND ACRONYMS

ASAL - Arid and Semi-Arid Lands

CEDAW - Convention on the Elimination of All Forms of Discrimination Against Women

EFA - Education for All

FCUBE - Free Compulsory Universal Basic Education

FGM - Female Genital Mutilation

FSE - Free Secondary Education

ICRW - International Centre for Research on Women

KESSHA - Kenya Secondary Schools Head Teachers Association

MDGs - Millennium Development Goals

MoEVT - Ministry of Education and Vocational Training

NGOs - Non Governmental Organisations

SDGs - Sustainable Development Goals

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and limitation of the study, theoretical framework and conceptual framework and operational definition of terms.

1.2 Background of the Study

Policies to improve school progression and reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved. The number of children who start primary school is usually higher. However, as they progress through the classes, the number keeps on reducing because of dropouts. Dropping out of school is an issue of concern in many developing nations but this remains hidden, particularly in the statistics which focus on early access (Alexander, 2018). There is variance across nations in examining the issue of school dropouts. This variance depends on the country-specific educational structure, age groups as well as patterns of participations in education (Alexander, 2018). By definition, Drop out is premised on the assumption that the children had enrolled in the education system earlier and this explains the disparity in the dropout rates in countries with fewer enrolment in comparison with those with higher enrolment (UNESCO, 2016). Drop out is by definition dependent on children having been enrolled earlier, hence in nations with low initial enrolment, the actual number of dropouts may be fewer than in those with high initial enrolment (UNESCO, 2016).

There are many reasons which account for the dropouts of children in schools. Whereas some of these reasons are school-based, others are home based and learner-based as well (Alexander, 2018). For example, Little (2016) reported that among school-based reasons for dropouts is the placement of children of varying ages and abilities are in the same classes without enough modification of the teaching strategies to enhance learning and encourage school involvement. This ends up disadvantaging those with low abilities and it creates a feeling of hopelessness that results in dropouts (Little, 2016).

At the societal level, family-based issues, including poor health, hunger, and poverty, put many children's access to meaningful education in jeopardy. These factors have been found to be significantly related to children dropping out of school. For example, Bruneforth (2016) found out that many students prefer not to attend to school because school time consumes much of their time used to look for means of survival. Therefore, they prefer to drop out of school in order to go look for what they can do to meet their survival needs. This explains the reason why in ASAL regions, many children prefer to engage in pastoralism than schooling because the latter will ensure they have something to eat. According to Bruneforth (2016), these dropouts lead to wastage in educational systems. This is because countries dedicate large amounts of their annual budgets towards ensuring that all school-going children are in school. A recent study by UNESCO (2029) on the characteristics of school dropouts several African countries including Burkina Faso, Ethiopia, Kenya, Mali, Mozambique, Namibia, and Nigeria came to a number of results. In Burkina Faso, Ethiopia, Kenya, Mali, and Mozambique, more than half of the 10 to 19-year-olds who had previously finished elementary school did not finish it with the exception of Nigeria and Ghana who reached an 80% threshold. Furthermore, the study established that around one

third (60%) of all primary school dropouts were overage students in four nations. There were also disparities in completion rates in rural and urban settings whereby the rates were higher in rural areas in comparison to the rates in urban areas.

Comparatively, Dev, (2016) posits that there are different dropout rates in Asian countries. For example, both Bangladesh and India have high rates of grade one dropouts in comparison to those in African nations (14.6% for Bangladesh and 14.4% for India). In grade two, values drop to 4.4% for India and nearly 10% for Bangladesh. In Nepal, dropout rates are more consistently 7–10% across the grades (UNESCO, 2016). A number of reasons were attributed to these dropout rates. Among them was the inability to pay for school due to poverty, the distance between home and school, the availability of part- or full-time work, the desire to supplement family income, a physical disability, boring or slow lessons that do not challenge intelligent students and elopement, or early marriage among others. Dev, (2016) further argues that the public primary school system is inefficient for a variety of reasons, and the issue is more real than hypothetical, particularly for the underprivileged, whose desire for a basic education competes with their family's need to live and their own circumstances. Similarly, a study on causes of dropout rates in Tanzania by Hassan (2020) arrived at almost the same conclusions. Almost all Tanzanian families who responded said that money and their inability to pay were the biggest obstacles preventing them from sending their children to school. However, learner-based reasons were not among the causes of dropout in Tanzania. (Hassan, 2020).

In Kenya, since the introduction of Free Primary Education in 2002 by the Kibaki regime, the number of children accessing primary school kept on increasing. For

example, from 2015 to 2019, the number of pupils enrolled in primary education increased from 9.9 million 11.4 million. In a study that was conducted by Global out of School Children initiative (2021) on dropout rates in Kenya, it was revealed that more than one million children aged between four to 17 years were out of school by third term of 2021. The counties that were mostly affected were Mandera, Garissa, Wajir, Turkana and Marsabit. Whereas Mandera had dropouts of 295,470, Gariss has 289,410 while Wajir had 266, 540. Others were Wajir (266,540), Turkana (253,640), Marsabit (107,600), Narok (83, 020) West Pokot (80,070) and Samburu (64,818). The reasons that were cited included hunger, drought, lack of school meals, dilapidated infrastructure, lack of teachers, resource-based conflicts, water shortage and the Covid-19 pandemic.

In Baringo County, Kangogo (2018) reported that insecurity was one of the most cited reasons for school dropouts. The area has been prone to banditry attacks over the years and this paralyses learning, which even discourages pupils from attending school. Other reasons that the study cited included: teenage pregnancies resulting from poverty, trauma after losing parents from banditry attacks and distance to school from home, child labor including riding of motorcycles and Female Genital Mutilation (FGM). Another related study by Yatich (2021) in Kabarak Zone of Baringo County on the causes of dropout rates, they were attributed to socio-economic factors such as poor nutrition both at home and in school and distance from home to school as well as insecurity. It is therefore against this background that this study sought to evaluate the school-based and institutional based factors that influence dropouts in Mogotio Sub County, Baringo County.

1.3 Statement of the Problem

With the realization of the benefits of the Millennium Development Goals (MDGs), many governments globally have made a commitment to expand educational opportunities for children. For example, the SDG (Sustainable Development Goal) number four envisages inclusive and equitable education and the promotion of lifelong learning opportunities for all. This coupled with the Vision 2030 and other development blueprints, aspire to enhance educational opportunities to all. Consequently, the Kenyan government commits a huge chunk of its financial budget to free primary education. In 2023, Ksh. 12.5 billion was allocated to free primary education in the 2023/24 budget alone. This is in response to international conventions which recognize education as a necessity and a fundamental human right. The major drawback in attaining Education for All (EFA) and Vision 2030 is the rising cases of school drop-out. In Kenya, a lot of money is spent by the Government in providing free primary education.

However, in spite of these commitments aimed at enhancing the realization of Universal Primary Education, one challenge that grapples the sector is the issue of dropout rates. The problem becomes complicated in ASAL areas and areas prone to insecurity as well as heavy attachment to cultural practices. Mogotio sub County is in the larger Baringo County. And has over the years registered high dropout rates. As much as studies by Ayub (2018), Otieno (2017) and Yatich (2021) reveal that there are a myriad of factors that lead to school dropouts, there is still a gap in understanding how school-based, home based and learner-based factors contribute to high dropout rates, particularly in Mogotio Sub County. Besides, most of the studies are not specific to the level of learning while others deal with secondary schools hence leaving a gap in understanding the causes for primary school dropouts.

Therefore this stud sought to fill this gap by explaining the interplay of these factors. At the same time, the study sought to give policy and practical insights on what needs to be done to address the issue of dropouts.

1.4 Purpose of the Study

The purpose of the study was to investigate the factors influencing primary school dropouts in Mogotio Sub County.

1.5 Objectives of the Study

i. To determine school based factors influencing primary school dropouts in Mogotio Sub County
ii. To find out socio-Economic factors influencing dropouts in primary schools in Mogotio Sub County
iii. To determine learner based factors influencing dropouts in Mogotio Sub County
iv. To explore measures put in place to reduce primary school dropouts in in Mogotio Sub County

1.6 Research Questions

i. How have school based factors influenced primary school dropouts in primary schools in Mogotio Sub County?
ii. In which ways have socio-Economic factors influenced primary school dropouts in Mogotio Sub County?
iii. What is the learner based factors influencing primary school dropouts in primary schools in Mogotio Sub County?
iv. What are the measures put in place to reduce primary school dropouts in Mogotio Sub County?

1.7 Justifications and Significance of the Study

This study sought to evaluate the factors influencing dropouts in primary schools in Mogotio Sub County in Baringo County. This was aimed at unveiling not only the school-based factors, but also socio-economic and individual-based factors. Therefore, the study will be of benefit to several people. These include: law makers in National Assembly, Senate and County Assembly, Ministry of Education officials, the community activists, county government and the National Security and administration officials. The law makers, who include the Members of Parliament, Senators, Women Representatives and the Member of County Assemblies (MCA), will be in a position to discern the interplay between the school-based and home based factors that influence school dropouts. This information will enable them come up with laws and policies that will cushion the learners against the external and internal factors that influence school dropouts.

On the other hand, the Ministry of Education officials, who include the county and Sub County Directors of Education, the Ministry of Education and the teachers and school heads, will also gain from the findings of the study because they will be able to use the information therein to improve the school environment making it better for learners hence reduce dropouts and also ensure that the home based factors are mitigated by schools. The county government will also be able to utilize the findings to develop county-specific interventions that are aimed at countering those factors that inhibit completion of the education cycle. Lastly, the National Security agencies including the chiefs, Sub Chiefs and the Sub County Commissioners will also be able to use the findings to understand the extent of the school attendance in the sub county and as such, engage the public in mobilization and sensitization against school dropouts.

1.8 Scope of the Study

The study was carried out during the post Covid-19 pandemic. Geographically, the study is limited in scope to Mogotio Sub County. This is one of the Sub Counties in Baringo that is prone to insecurity and this has greatly affected school attendance. In terms of the variables, the study limited itself to school related factors, socio-economic related factors, learner related factors and measures put in place to reduce drop-out rates. The dependent variable of the study was primary school drop-outs. Data was collected over a period of 8 weeks in the month of August and September 2021.

1.9 Limitation of the Study

One of the limitations of this study was the unwillingness of some respondents to give information freely for fear of being victimized. This was because information on school dropout ought to be confidential; therefore, their honesty could be affected. Access to secondary data on levels of drop out among students also proved to be difficult. In addition, many school head teachers did not allow the researcher to collect the data. Other head teacher only allowed the researcher to distribute the questionnaire through them so that they could skim and scan the questions in advance. Vastness of Mogotio Sub County was also a challenge in terms of access and cost. Nevertheless, this was addressed since the researcher was given a grant to facilitate her research work. The limitations of the study were addressed by providing assuring all the respondents that all the information they were to provide would not be used against them. The completed questionnaires were kept anonymous. Teachers and head-teacher were also assured that the information they provided would be held confidential.

1.10 Theoretical Framework

1.10.1 Push-Out Grounded Model

This research utilised the Push-out Grounded theoretical model to explain the home based and school based reasons that account for school dropouts. This framework was advanced by Akfırat (2017), who studied the cause of school dropouts in Turkey. The theory explains the social factors that motivate students to drop out. The main thesis of this argument is that both family and school factors play a role that leads to students dropping out of school. However, social factors were used in understanding the issue of dropping out of school since this study is a Developmental study. He cites family factors such as economic pressures, sexism, parents' educational background, and cultural factors.

According to the Push-out Grounded theoretical model, push factors were arrived at after evaluating some of the previously used terms to denote those children who failed to complete an educational cycle; these terms tended to point an accusing finger at those students. They included terms such as school leave outs, dropouts, and school abandonment. These terms tended to allocate blame on the children when in the actual sense, some of the reasons for their dropping out of school were way beyond them, and as such, using such terms as unfair to these children. According to the Push-out Grounded model, there are always push and pull factors that explain why children often find themselves out of the schooling system. Akfırat (2017) posit that school dropout is related to more contextual than individual factors. In his findings, the scholar established that social context, as the main category, leads to school push-out, especially in family life. Regarding family life, he identified economic pressure, sexism, and family's educational background directly affecting school dropouts.

At the family level, it was found out that the four main reasons happen in the following manner: Economically, the family's economic standing pushed the children out of school because, unable to be provided for, they were forced to escape away from their family to look for a job. Secondly, the family's educational experience was an important determinant of school dropouts. Parents' educational level dictates dropouts because if the parent's educational level is low, they tend to take educational matters lightly, especially those of girls, and, in the end, do not support their children to complete schooling. This behaviour is also passed on to their children who never benefitted from education, and in the end, a vicious cycle of lack of appreciation of education is passed from one generation to another, which not only negatively affects society; it also stifles the development of a community because education is normally a tool of emancipating people from the jaws of poverty and underdevelopment. These factors have a high affinity with marginalised societies, specifically low-income families.

Therefore, this theory was used to argue that Mogotio Sub County in Baringo County, the push factors, which entail social reasons, play a very significant role in promoting the dropouts of students from school. In this context, the social factors that push students out of school include: poverty, pastoralism, insecurity, FGM, early marriages, and gender roles. This is so because most of the Population in the sub county subscribes to the traditional cultural factors. The primary school dropouts therefore is attributable to these push factors.

1.11 Conceptual Framework

Independent Variables **Dependent Variable**

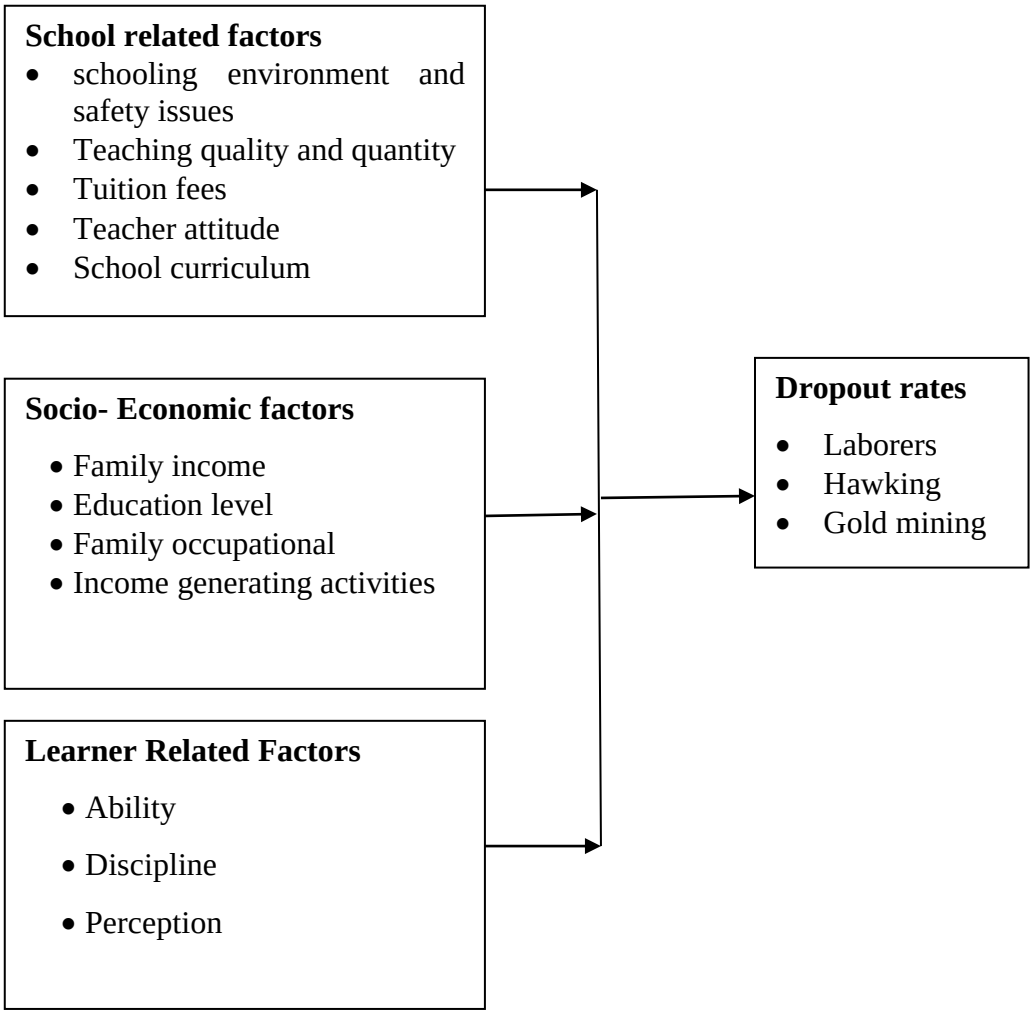

Figure 1.1: Conceptual Framework showing Factors Affecting Dropout Rates

1.11.1 School related factors

High dropout rates and poor completion rates among pupils were caused by school-related problems. These variables include the learning environment and safety concerns, the amount and quality of instruction, tuition costs, instructor attitudes, and the academic program. Students stop attending school as a result of this. Children's motivation and decision to drop out of school may be impacted by how well they are taught and learn in school. There is minimal evidence of useful learning in classes when instructors have not planned their lectures, do not have work plans, do not

regularly mark students' books, and have not set adequate teaching objectives. These have an effect on student retention.

1.11.2 Socio-economic factors

Socio-economic status of parents contributes immensely to school dropout. Pupils that come from well to do and educated families try to preserve in the primary school programme overcoming all odds on the way to success, while those from poor and uneducated families do easily succumb to and thus drop out of the school system (Osagi, 2017). The socio-economic factors is proxied by family income, education level, family occupational and income generating activities. These contribute to drop out rates among pupils.

1.11.3 Learner Related Factors

School attendance is act of been physically present in school and in class by the student of any institutions significant factor of academic success while absenteeism is a key indicator of school disengagement and an important predictor to students' dropout. Students who absent themselves from school will be at risk performing poorly in academics compared to those who attend school regularly (Oghuvbu, 2018). The learner related factor is proxied by ability, discipline and perception of the students in the school.

1.11.4 Dropout Rates

School dropout rates are an indication of failure of an education system. Young people who drop out of high school are unlikely to have the minimum skills and credentials necessary to function in today's increasingly complex society and technological workplace. This is the depended variable and in is as a result of interaction between school related factors and socio-economic factors. The school

dropout rate will be proxied by the level of Labourers, Hawking and Gold mining among the school going children.

1.12 Operational Definition of Terms

Dropout - pupils failing to complete schooling due to many factors

Quality - commitment to standards and excellence that are geared towards satisfactory education

School factors – factors within the school environment or systems which may interfere with pupil's retention.

Learner related factors – factors that emanates from the pupils attitudes and behaviours which may interfere with their ability to complete schooling.

Socio economic factors – ability of the household and community at large to cater for demands of the pupils while in school.

1.13 Chapter Summary

This chapter was an introductory to the study. It provided information that jump started the study. In particular, it provided the background of the study, the statement of the problem as well as he objectives that guided the study. The chapter also outlined the objectives that guided the study as well as the research questions that were formulated from the objectives. Besides, it also outlined the significance of the study and the scope and limitations of the study. The conceptual framework was also provided which outlined the interrelationships between the various variables that controlled the study. Lastly, the major terms were defined.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents pertinent literature related to the study. The literature was organized into the following sub headings; introduction, the situation of school dropouts worldwide and in Africa, basic education, socio economic factors, school related factors, learner related factors, interventions to prevent dropping out and encourage dropping in and lastly the summary of literature review.

2.1 Situation of School Dropouts Worldwide

There is an urgent need to address the high rates of children leaving school before completing their primary education, according to UNESCO's 2012 Global Report on Education. According to UNESCO's (2011) the global situation regarding the attainment of Universal Primary Education (UPE), 31.2 million primary students worldwide dropped out of school in 2010 and may never return. The results of a 2006 UNESCO research on progress toward Universal Primary Education (UPE) showed that several nations have low rates of primary school graduation despite having relatively high starting enrolment rates. This is because of the ongoing dropout rate, which makes achieving Universal Primary Education (UPE) challenging in many nations around the world, including Malawi, Bangladesh, Pakistan, and Bolivia, to name a few. Compared to enrollment rate alone, completion rates offer a significantly more reliable indicator of UPE.

Although Pakistan had a nationwide enrollment rate of 83%, studies by Lloyd, Mete, and Grant (2009) on primary completion rates in rural Pakistan indicated that the country's completion rate was just 48% due to a high dropous. Studies on dropout

rates in the USA and Canada were undertaken by Cameron (2005). He discovered that the dropout rate in the United States was 25% nationwide in 2011 and as high as 38% in some states, such as Mississippi. These statistics point to the fact that dropouts are experienced not just in developing countries, but also n developed countries as well.

In their 2005 study on dropouts in America, Bacolod and Ranjan (2005) reported that there were around 3,030,000 high school dropouts in the USA alone in 2012 which translated to 8,300 dropouts every day. Concerning data from sub-Saharan Africa, where the number of females not attending school increased from 20 million in 1990 to 24 million in 2002, was presented by UNICEF in 2003. According to the survey, 83% of all females worldwide who are not in school reside in sub-Saharan Africa, South Asia, East Asia, and the Pacific. The primary school completion rate in Benin, for instance, was 62 percent in 2005, up steadily from 38 percent in 2000. The Democratic Republic of the Congo had a 51 percent primary school completion rate in 2007, which was the same as the nation's early 1990s completion rate. Many kids are leaving school without learning the most fundamental skills due to high rates of dropouts and primary school completion. Their little time in school is typically filled with few possibilities for learning in overcrowded classrooms with inadequate learning resources and unqualified teachers (Alexander, 2018).

Therefore, what emerges from these studies is that as much as there are ambitious development goals that seek to enhance completion of school by students, the reality is that this is never attained. This therefore poses the need to inquire as to what are the factors that influence dropouts. As this is done, one comes to the conclusion that the reasons are relative and contextual. As one moves from one country to another, the reasons also keep on changing. For example, the reasons that explain dropouts in

developed countries are quite different from those that explain the same in developing countries. Therefore, it thus becomes necessary to have specific contextual reasons that explain the dropouts in specific areas such as Mogotio Sub County.

2.2 School Dropout Situation in Africa

Evidence suggests that more African children are enrolling in primary school than ever before, although substantial dropout rates persist in many nations. According to the study by Sabates, et al., (2010), primary school completion rates, for instance, nations like Benin and the Democratic Republic of the Congo had poor primary school completion rates in 2005 as a result of a high dropout rate. Many kids are leaving school without learning the most fundamental skills due to high rates of dropouts and primary school completion. According to the same study by Sabates et al. (2010), children who do not finish a basic cycle of primary school have fewer possibilities in the future and are also a considerable burden on the countries' meager resources for primary education. They used the World Bank's 2007 report on the Government of Malawi as an example, which stated that in 2007, public education expenditures accounted for 4.2 percent of GDP, or over 195 million dollars. On this, primary school received a 55 percent budgetary allotment. Children who do not finish primary school are thought to have occupied close to 500,000 classroom spaces in 2007, when the primary school dropout rate was 65 percent. This scenario introduces the issue of wastage in education. When this happens, a country loses a lot of its resources that were aimed at ensuring these children complete schooling.

According to a study by Hadley (2010) on Sub-Saharan Africa's primary school dropout rates, the region has the highest dropout rate, which increased from 40% to 42% between 1999 and 2009. This means that more than two out of every five

students who begin school may not finish their elementary education. The countries with the greatest dropout rates were Chad (72%), Uganda (68%) and Angola (68%), where more than two out of every three primary school-age children were anticipated to drop out before finishing the last grade. Although these statistics have drastically improved over the years, the impact they had was that the dropouts compromised the attainment of both the Millennium Development Goals and the Sustainable Development Goals.

Nekatibeb (2002) claims that due to poverty and the region's lack of economic development, learning settings in Sub-Saharan Africa are widely acknowledged to be inadequate. The majority of educational institutions lack sufficient classrooms, infrastructure, and educational resources. Nekatibeb (2002) noted that teachers are frequently underpaid compared to other professions or are not paid on time. When schools and teachers are compelled to look for alternate sources of revenue from parents or to use student labor, it leads to teacher absenteeism, a lack of motivation, or attrition. This circumstance is linked to student dropout rates.

2.3 Empirical Review

2.3.1 School-based Factors influencing Dropout Rates in Primary Schools

School based factors entail the teaching/learning resources, the caliber of the teachers, and the irrelevant, complicated, rigid, and crowded curriculum are all taken into account in the school portfolio when examining the issue of attendance. However, Stewart (2008) is adamant that decreasing dropout rates is solely the responsibility and task of the schools that learners attend. In this regard, Wootherspoon (2004) emphasizes the influence of school-related factors that are central to the dropping out problem, namely; policies and practices, student teacher relationships, the nature of

school curriculum, resources, and quality learning. Mbilinyi (2003) observed that a lack of diversity in the school curriculum predisposes students to dropping out.

Azzam (2007), on the other hand, claimed that many dropouts would have attended schools with subpar facilities and insufficient funding, factors that eventually influence students' academic performance and decision to quit school. The aforementioned facts make it very evident that children's desire for education is negatively impacted by both the low quality of instruction and schools themselves. As a result, if schools want to retain students enrolled, they must pay close attention to the quality of instruction they provide. However, this is not always the case, particularly among those students who choose to dropout in spite of the quality the school provides to them and existence of good facilities.

In their contribution to the discussion on school dropouts, Bridgeland et al. (2006) suggest that in order to keep pupils in school, teaching methods and curricula should be modified in order to make learning more interesting and relevant. Additionally, there should be a link between school and the workplace, better guidance and access to help difficult children, and strong adult/child relationships inside the school environment. Within the school, relationships should be friendly, and parent-school communication needs to be strengthened. In addition to these, the over reliance on exams has also been a major contributor to school dropouts. Some students who perform poorly in exams often tend to feel discouraged and out of place and hence drop out of the system. Besides, identification of students with special needs need to be done so that those who have special needs are not put together with the regular students or if they are put together, they are handled specially.

According to research by Govindaraju and Venkatesan (2010), students' major reasons for leaving school in rural India include teacher neglect, inadequate instruction, prejudice, and punishment meted out by teachers. According to a study conducted in America by Croninger and Lee (2003), caring teachers are a significant source of social capital for students. A favorable interaction between students and teachers outside of the classroom lowers the likelihood of dropping out by almost half. Such a bond is crucial, especially for children from underprivileged families and those who are struggling academically and are at risk of skipping school.

Okobia (2003) found that confrontations with teachers and other students, as well as disrespectful teaching attitudes, are the main reasons why students leave school. Njeru and Orodho (2003) stated that issues internal to the school, such as disciplinary procedures or confrontations with students or teachers, may serve to force pupils out of school and contribute to this predicament.

According to Rolnick and Grunewald (2006), teachers' characteristics also have an impact on student dropout rates. The majority of Sub-Saharan African nations suffer from a lack of properly prepared instructors. The foundation of in-service programs is weak, and teachers lack sufficient drive. They consequently underperform. A primary school teacher in Kenya is currently required to instruct students in every subject covered by the primary school curriculum. However, two years of teacher training is not enough time for trainees to become experts in all subject matter and pedagogical techniques. On the other hand, in order to encourage kids to like school, teachers don't employ gender-responsive teaching strategies, aren't imaginative or creative, or are learner-friendly. Teachers are aggressive, autocratic, and self-centered, and they have

little interest in educating students. Therefore, students flee from the classroom (FAWE, 2002).

It is widely acknowledged that education plays a crucial role in fostering the economic and social life of a nation's population, and great emphasis is placed on the value of a quality education as an economic investment that prevents school dropout and the societal expenses associated with it (Rolnick and Grunewald, 2006). In order to urge students to seek education, instill confidence in education, and keep them in school, the educational system should make sure that students are taught proper work ethics. It is the responsibility of schools to help students develop job-related competencies. According to Cooper and Jordan's research from 2003, the absence of economic options in the labor market, even for graduates, is a significant factor that causes kids in developing nations to stop attending school.

According to research by Hussain et al. (2011), one of the curriculum-related issues contributing to Pakistan's high dropout rates is that the primary school curriculum is not in line with the needs and aptitudes of the students. Students are forced to quit school because they are bored and dissatisfied with the required curriculum. Additionally, the elementary level curriculum that is required does not meet the requirements and expectations of the neighborhood. Children therefore don't care about their education, which leads to school dropouts, This is further supported by Mann (1989), cited in Ghazi et al. (2011), who notes that the absence of educational programs that adequately address a student's intellectual and vocational needs ultimately results in dropout.

According to respondents in research studies conducted in Pakistan by Hussain et al. (2011), a lack of physical amenities is one of the main causes of student dropouts in

Pakistan, along with inadequate provision of physical facilities in schools and subpar standards of health and nutrition. Schools in rural sections of the nation, particularly distant rural areas, lack fundamental necessities including adequate roads, educational opportunities, and medical services, which leads to student dropout rates. The study also found that pupils were more likely to drop out of school when school facilities were in poor condition, which is similar with the findings of (Din et al, 2011). It has been discovered that inadequate resources such desks, blackboards, and textbooks have an impact on dropout rates (Molteno et al, 2000).

In his research on access and participation in secondary school education in Kenya, Orodho (2005) found that classroom resources and physical facilities were extremely important to students' learning. Facilities are at maximum capacity due to FPE; classrooms are crowded, desks are subpar, and textbooks are also insufficient. Most of the time, textbooks, charts, maps, and other teaching and learning resources are insufficient. Additionally, the quality of the materials is poor. The materials are occasionally not learner-friendly because they are rife with stereotypes and occasionally gender-biased. This has an impact on learning quality while also discouraging learning (Mbilinyi and Omari, 1998). In some schools, there aren't any restrooms, and the ones that are there are outdated and in bad shape. This has had a negative impact on young children, physically challenged people, and girls.

Administrative elements are a significant determinant in student dropout. Administrative elements like discipline rules, dress codes, tuition, and repetition often serve as push factors for student dropout. Children who cannot afford a school uniform or who owe money to their schools are either prohibited from attending class or expelled from school until the debts are paid. Those who cannot afford to wear the

required school uniforms are also barred from attending courses. Due to their inability to raise the necessary fees and the lack of support provided by schools for these types of students, the majority of children are thus negatively impacted by such rules and are left with no choice but to quit school.

Ubogu (2004) listed strict school rules and regulations, inadequate management, and expensive education costs as contributing factors to student dropout. The purpose of a school is to educate, rehabilitate, and instill the proper knowledge, skills, and attitude; as a result, if the teacher has a negative attitude toward the students (for instance, if students are arbitrarily punished, reprimanded, or even labeled as useless), such students may develop a negative attitude toward school and, as a result, drop out. In these situations, it might be claimed that the school staff failed in their responsibility to provide education. The study looked on the validity of the aforementioned school dynamics in Imenti North Sub-County.

Buop, Aloka and Nyaswa, (2018) did a study on the school based factors influencing drop out among Primary School Pupils in Kenya. The target group consisted of 2931 class 8 students, 864 classroom teachers, and 108 primary school head teachers. 96 classroom instructors made up the sample, or 11.1% of the target population. Questionnaires were handed to the class instructors. Interviews were conducted with 10 students in class 8 and 10 head teachers. The study's results showed that there was a modest but statistically significant negative association between school-based characteristics and dropout rates, with improvements in these factors being linked to a reduction in dropout rates. According to the report, the government should devise certain unique measures to enhance the education of women, such as providing specific stipends for female students and making education free for them.

Andiemai and Anasi (2022) conducted a research to determine the influence of school- and pupil-based variables on the dropout rate of females in primary schools in west Pokot, Kenya, Andiemai and Anasi (2022) conducted research. The study's particular goals were to find out how students' personal and school-based characteristics affected the dropout rate for females in primary schools. The research was based on Maslow theory. Seven primary schools in Alale Zone, North Pokot Sub County, participated in the research. With 82 public primary school teachers and 7 head teachers as the target group, a descriptive study approach was chosen. The research found that characteristics related to the zone's schools and students had an impact on the dropout rate for females. In addition, concerns including adolescent pregnancy, subpar academic performance, poverty, sexual harassment, and families' beliefs and attitudes all had a role in the rise in the number of instances of females dropping out of school. According to the report, different stakeholders, including the government, teachers, and the general public, should support initiatives targeted at encouraging girls' education in the zone.

Simi and Ksenija (2017) conducted a qualitative study on the school variables associated with dropout from primary and secondary education in Serbia. Eight primary schools and thirteen secondary schools from 17 localities with significant dropout rates participated in the study. Qualitative research was carried out, comprising focus groups and interviews with teachers, school administrators, school psychologists, counselors, pedagogical assistants, parents, and students to hear the perspectives of many players in the educational system. According to the study's results, the factors that have the most impact on student dropout include poor teaching quality (individualization), a lack of learning and emotional support, and a lack of strong teacher-student bonds. On the other side, the findings suggest that dropout

prevention resources like student and parent involvement in school life are underutilized. The research discovered that the institutions that had a negative impact on dropout had insufficient resources used in the transmission and acquisition of information.

Pittman and Haughwout (2016) did a study on the influence of high school size on dropout rate. Information from 744 public, comprehensive high schools was employed to test a model depicting a direct influence of school size on the diversity of academic offerings and on the school social climate, as well as an indirect effect on dropout rate. The findings indicated that potential links between school size and dropout rate were almost totally attributable to the social climate, particularly those elements dealing with student participation and the severity of the problem environment.

Youngsik, Hyun and Ssangcheol, (2018) focused on how high school factors influence on students' dropout. Using a panel dataset from Edu. Data Service System (2010-2013), the study applied ordinary least square regression and a two-way fixed effect model to explore the relationship between school factors and dropout rates in high school. The study findings indicate that school size, student-teacher ratio, and academic achievements have a significant relationship with the dropout rate of individual schools.

Natasa & Ksenija (2018) conducted a qualitative study on the school variables associated with dropout from primary and secondary education in Serbia. Eight primary schools and thirteen secondary schools from 17 localities with significant dropout rates participated in the study. Interviews and focus groups with teachers, school administrators, school psychologists, counselors, pedagogical assistants,

parents, and students were done as part of qualitative study. After the investigation, a number of school variables strongly linked to dropout were highlighted. Student dropout was shown to be most influenced by poor teaching quality (individualization), a lack of emotional and learning support, and a lack of strong teacher-student bonds.

2.3.2 Socio-Economic Factors Influencing Dropout Rates in Primary Schools

The amount of money in the household is discovered to be a significant influence in deciding whether children enroll and stay in school. This is due to the fact that the education process and schooling come at a cost, including the opportunity costs of sending a child to school as well as levies for school development and uniforms. Household income is correlated with a number of variables, including when children begin school, how frequently they attend, and whether they must temporarily withdraw or drop out (Njeru and Orodho, 2003). The two authors concur that low participation and dropout rates are mostly caused by poverty. Due to their inability to meet numerous standards, impoverished households with high rates of poverty have either chosen not to enroll their children in primary school or have not been able to keep those who are enrolled in school continuously.

According to Mingat (2002), 76% of children in the wealthiest households attend school, compared to 40% of children in the poorest households. This indicates that children from lower-income families attend school less frequently than those from higher-income families. Pscharapoulos (1985) and Mingat (2002) both agree that one of the most significant factors influencing primary school dropout in developing nations is the amount of family income Onyango, 2002, demonstrated how a parent's socioeconomic status affects their children's educational involvement. This is especially true for developing nations, where the majority of children from low-

income families choose not to attend school because they lack access to basic educational resources. They are more likely to leave school after enrolling than youngsters from wealthier backgrounds.

According to Croft (2002), household income plays a significant role in determining access to education because teaching a kid involves prospective costs from the time students are registered until the time they graduate. Most research have demonstrated a connection between home income and student dropout rates (UNESCO, 2005, Bruneforth, 2006 and Cardoso and Verner, 2007). While describing exclusions rather than dropouts, Cardoso and Verner (2007) identified poverty as the most frequent primary contributory cause for school dropout. Macionis, et al. (2005) noted that formal education, particularly learning that is not immediately related to employment, is typically only accessible to the wealthy.

Cardoso and Verner (2007) added that, while supporting Macionis, et al. (2005)'s assertion, low-income countries all share one characteristic when it comes to education: they ration education according to social stratification, with children from wealthy homes attending the best schools while those from poor homes attend the worst schools. Less than half of all children in most impoverished African nations ever attend school, and just 50% of students worldwide complete secondary education. As a result, 39% of Asians, 15% of Latin Americans, and 40% of Africans lack literacy. Hunter and May (2003) deemed poverty to be a viable cause for school disruption as a result of this claim.

The author noted that almost all households responding to a research on children's enrollment in school conducted in Tanzania by Renzulli and Park (2000) stated that the primary obstacle to sending and maintaining children in school was financial and

their inability to pay. In addition, it was discovered in Renzulli and Park's (2000) research of gifted dropouts that the youngsters they looked at detested school and felt alienated from the groups there. The brilliant students who persisted in school were from high-income households and had parents who were inclined to keep an eye on their academic progress, whereas the children from lower-income families had parents who were less likely to do so.

The relationship between education, household income, and dropout is influenced by people's perceptions of education and the value they place on it. The demand for education is typically lower in poorer homes than in affluent households. Whatever the advantages of education, it is important to realize that the expense is higher for lower-income households than it is for higher-income households. More information on the connection between wealth and academic persistence can be found in Cocough (2000). In contrast to their counterparts from wealthier homes, youngsters in rural areas and those from low-income families drop out of school earlier and in greater numbers, he said.

According to Holmes' 2003 study, girls generally obtain less education than males and tend to leave school earlier for sociocultural and economic reasons. The paper goes on to claim that there is a substantial opportunity cost associated with educating female children in rural communities where girls typically marry young and where their parents do not benefit from their education. Similar to this, Kakuru (2003) and Kasente (2004) describe how early weddings affect children's decision to leave school, particularly with reference to girls since parents believe that marrying off their daughters is a way out of poverty.

According to research on how parents' educational levels affect their kids' schooling, kids of parents with higher levels of education are more likely to advance academically. Holmes (2003) demonstrates that this effect varies by gender, with the mother's education improving girls' success while the father's education increases the expected level of school retention for males. In a similar vein, further Behman et al. (1999) research revealed a consistently positive and significant coefficient of father and mother education at all levels of schooling, as mentioned by Swada and Lokshin (2001). Less likely to drop out of school are kids whose parents supervise and control their behavior, offer emotional support, promote autonomy in decision-making, and are generally more engaged in their education (Ubogu, 2004).

Girls are more likely than males to leave school, and children whose mothers have not completed any form of education are more likely to do the same, according to UNESCO's 2005 study on dropouts. Communities can also affect dropout rates by offering employment possibilities while students are enrolled in school, as Ubogu (2004) indicates.

While some investigations have discovered that working regularly for more than 14 hours per week can lead to a child dropping out (Mann, 1989). Many studies have been done on the subject of family type. Olubadewo and Ogwu (2005) discovered in their study that parents affect their children for 87% of the time they are not in school. As a result, parents have more sway over their kids and tend to make the majority of their decisions for them.

Children's access to education has recently been impacted by the evolving nature of family structures. Van Voorhis (2003) claimed that as a result of this change in family structure, there are now 9.7 million single parents in America, with nearly all of them

being women. This is probably more prevalent in Africa, specifically Kenya. According to Davis (1991), many children's primary caregivers are not biological parents at all but rather surrogate parents such grandparents, aunts, uncles, siblings, sisters, and neighbors. More than half of today's babies will spend at least some of their childhood years living with just one parent, according to Okobia's research from 2003.

One in six American households are step families, and around one in three children live with a step family, according to Olubadewo and Ogwu's (2005) research. They emphasized that the remarriage of divorced parents is what creates these households. Step families, step siblings, numerous sets of grandparents, and other jumbled-up relatives from previous and subsequent unions have made teamwork and communication more challenging than ever before and are probably the root causes of school dropout. Holmes (2003) noted further that the nuclear or two-parent family is viewed by the family deficit theory as the optimal family unit and that their parenting is beneficial for children. According to the notion, the loss of the other parent would be a loss to the family as a whole because the children would face a lot of challenges and the other parent might not be able to keep the kids in school.

According to Fernel (2010), as divorce and remarriage rates have climbed and continue to be high, study interest on step-parenting has significantly expanded in the past. The remarriage of a divorced parent results in a marriage between a spouse and kid, which produces a stepfamily, which comes with a host of expenses, disruptions, and traditions. In cases where the financial load is too great, this may result in kids quitting school. A stepfamily's adjustment might be challenging due to complicated parent histories and many relationships, according to Ekanem (2011): According to

Mau and Bikos's (2000) research, children of divorced parents are more likely to experience scholastic difficulties such anxiety, despair, acting out, and the display of delinquent behaviors, which can lead to school dropout.

According to Mann (1989), referenced in Ubogu (2004), having several kids in a low-income household leads to overcrowding in the house, which may have a negative impact on behavior. Mann continues by saying that parents who live in cramped quarters in run-down tenements are unable to care for or watch over their young children as they would like. Olubadewo and Ogwu (2005) found a considerable correlation between big family size and socioeconomic disadvantages. The size of the family makes it difficult for parents to actively support each child's academic welfare. As a result, the youngster participates less in extracurricular activities at school, which may finally result in dropout. Therefore, it was crucial to do research to determine whether the same is true for Mogotio Sub-County.

Ghazi, Riasat, and Shahzad (2019) investigated the socioeconomic variables that contribute to primary school dropouts in children. According to a review of the research, social and economic factors are the two major reasons why kids drop out of school. The goal of this study was to identify socioeconomic issues as the primary reason kids drop out of school at the primary level. For the purpose, a structured interview sheet with 10 statements—five for social variables and five for economic reasons—was used to interview forty dropout children and their parents. It was determined that the major factors causing parents' children to drop out of school were their illiteracy, the belief that education is unproductive for their children, their participation in the workforce, the children's financial difficulties, the belief that education is a financial burden, the involvement of the children in the workforce, and

the parents' poor financial situation. These factors provided enough support for the recommendations made by this study in light of the findings. However, the socio-economic dynamics that were addressed in this particular study are quite different from those the current study addressed. Being in the ASAL, the issues of insecurity, hunger, distance, marginalization were looked into hence filled the gap that was left by Ghazi's (2019) study.

Nakajjo and Isoke, (2018) conducted a study on the socioeconomic determinants of primary school dropout: the logistic model analysis in Uganda. The objectives were to establish the; household socioeconomic factors that influence dropout of pupils given free education and any possible policy alternatives to curb dropout of pupils. Various logistic regressions of primary school dropout were estimated and these took the following dimensions; rural-urban, gender, and age-cohort. The results showed the insignificance of distance to school, gender of pupil, gender of household head and total average amount of school dues paid by students in influencing dropout of pupils thus showing the profound impact universal primary education has had on both access to primary education and pupil dropout. Also the results vindicated the importance of parental education, household size and proportion of economically active household members in influencing the chances of pupil dropout. However, this study did not focus on the school-based factors and hence the current study filled this gap.

In Kwale County sub-county of Msambweni, Gwendo (2016) performed a research on the socioeconomic variables impacting student dropout rates in public secondary schools. The goals were to ascertain the degree to which child labor affected school dropout, the degree to which family size affected dropout, the impact of tuition fees on student dropout, and the impact of parental income on student dropout in

secondary school. The sample included 177 pupils, 59 instructors, 10 head teachers, and 10 secondary schools in Msambweni Sub-County. The results showed that high tuition costs, child labor, big family sizes, poor parental wage levels, and child labor all contribute to secondary school dropout rates in Msambweni. The report consequently urged government and other stakeholders in the education system to work together to deliver civic education. As much as the study investigated similar issues that this study was also addressing, the context of Kwale and Mogotio are quite different. Whereas Kwale is situated at the coast and as such there are many other dynamics that are unique to it that determine schooling, Mogotio, on the other hand, the issues are different and hence this study was aimed at providing the specific issues in Mogotio.

A research on the socioeconomic variables impacting the high drop-out rates in Kenyan secondary schools was undertaken by Mwingirwa (2016). Igembe North in Meru County serves as a case study for secondary schools. A descriptive survey research approach was used for the investigation. In Igembe North, there were 8 secondary schools that made up the target population. Therefore, there were 480 form four pupils, 64 instructors, and 8 principals in the research population. To choose the students who will take part in the research, simple random selection was performed. The survey also found that low-income families find it difficult to keep their kids in school and choose to include them in jobs that pay well instead. The survey also found that most instructors and students agreed that parents with higher levels of education are more concerned about their kids' education and are more likely to keep them in school than parents with lower levels of education. The research came to the conclusion that income does have an impact on secondary school student dropout rates. Being involved in revenue-generating activities, being unable to pay for

necessities, caring for younger siblings, and being unable to pay tuition all contribute to the low income stigma. The study offered insights to this current study given that Meru is not an ASAL area like Mogotio and also went ahead to fill the gap left by Mwingirwa's (2016) study.

A case study of black women in the North West Province of South Africa was used in a research by Karabo, Ayiga, and Natal (2018) to examine the socioeconomic variables that contribute to the high dropout rates of girls from school. The cross-sectional research approach was employed to gather event history data on 582 women for the study. It was shown that variables including high rates of teen pregnancies, poor grades at a young age, mothers' low educational attainment, and early first sex age had a substantial impact on school dropout rates. This study mainly concentrated on learner based factors and not school-based or home-based factors hence left a gap that this current study sought to fill.

In Rongo District, Migori County, Kenya, Omollo (2017) conducted research on the socio-economic variables affecting students' decision to leave public secondary schools. The study used a descriptive research design that included qualitative data gathering techniques. 755 students, instructors, and head teachers in all comprised the study's target population. There were 200 pupils, 20 principals, and 15 instructors in the sample of 235 responders. As the primary study tools, questionnaires and interview schedules were used for data collection. The study's results showed how important poverty was since it resulted in a lack of school supplies and a failure to participate in extracurricular activities like attending parent/guardian meetings when requested by the school. According to the study's findings, many pupils who are often sent home from school had a high likelihood of never returning, and the majority of

schools did not provide assistance to students from disadvantaged backgrounds. The research came to the conclusion that socioeconomic variables have a significant impact on students' decision to stay in secondary school. However, the findings also show that only one variable was canvassed-poverty. This leaves other variables, particularly parental status, cultural beliefs that the current study sought to fill.

In the Kilungu Sub-county of Makueni County, Mueni (2015) did a research on the socioeconomic variables impacting the drop-out rate of male students from public day secondary schools. The research design used in the study was a descriptive survey. The intended audience consisted of 550 boys, 25 instructors from Form 3 and Form 4 classes in the eleven institutions, and the eleven principals of public day secondary schools (Form 3 and Form 4 boys only). Six public day secondary schools were chosen at random as the sample size out of the total of 11. According to the study's results, family size, parental education, and parental wealth all had a beneficial impact on boy-child dropout rates from public day secondary schools in Kilungu Sub County.

In Machakos sub-county, Mwikya (2019) performed research on the impact of socioeconomic determinants on students' transitions from primary to secondary schools. The study's descriptive survey design was used. 145 instructors of class 8 and 127 head teachers of public primary schools made up the target population. Through the use of a purposeful and random sampling technique, respondents were found. There were 40 head teachers and 40 classroom teachers in the sample. The research found that in the Machakos sub-county, the rate at which students transferred from primary to secondary schools was significantly influenced by the cost of education, the parents' educational attainment, and community cultural variables. According to

the study's findings, education costs in Machakos County had the most impact on the proportion of students who transferred from primary to secondary schools.

In Kapseret Sub-County, Uasin Gishu County, Kenya, Mulaa (2020) studied the effects of socioeconomic, psychological, and physical determinants on academic achievement among orphaned students enrolled in public primary schools. The target population for the research included 371 orphan students in classes 6, 7, and 8 as well as 19 head teachers and 57 classroom instructors from 19 public primary schools in the Kapseret Sub-County. Respondents were chosen using basic random sampling and purposeful sampling. The orphaned students' primary data was gathered using a questionnaire, while the head teachers' and classroom teachers' primary data was gathered through interview schedules. The secondary data that was utilised came from books, journals, and research theses. Both quantitative and qualitative data analysis techniques were employed in the research. The study's results showed that socioeconomic factors had a negative and substantial impact on academic achievement. The socioeconomic demands of orphaned students came before their educational requirements. The study's findings showed that psychological issues significantly and negatively affect academic achievement. Orphaned students had to deal with psychological issues such verbal abuse from family, a lack of love, and lack of protection, all of which had a negative impact on their academic performance.

2.3.3 Learner Based Factors Influencing Dropout Rates in Primary Schools

Academic failure, not earning enough points to move on to the next level of teaching, age, absenteeism, and a lack of local educational possibilities are some of the student characteristics listed by UNESCO (1997) as factors influencing dropout. Repetition is common in Kenya, where performance on national exams has made the educational

system examination-oriented. This is especially true at the primary school level. This extends the learner's time in school without necessarily improving the degree of academic accomplishment on the material that the repeaters have learned. As a result, the ages of students in all classes are impacted.

In all classrooms surveyed, 58.3% of the students had aberrant ages as a result of repetition, which Theuri (2004) connected to dropout. He added that repetition hurts students' relationships with their peers and has a detrimental psychological impact on their self-esteem. Since it is argued that children do not learn knowledge and skills at the same rate, repetition has been pointed out as a major factor in school dropout, contradicting the views of its proponents who consider it as an appropriate investment in student recovery.

One of the causes of school dropout is poor test performance. Poor performance is a result of a variety of factors, including inadequate school resources, students' negative attitudes toward learning, teachers' inability to recognize individual student differences and, as a result, give all students equal attention, and large classes that are difficult for teachers to manage. Specifically in their ability to comprehend, use, and analyze written materials, dropouts do worse than those who finish school, according to a youth transition survey conducted in 2002. Learning in all areas, including mathematics, requires reading and writing. Children's overall performance is likely to suffer if they have trouble reading and writing. According to Ajaja (2012), the majority of students who drop out of a course early or fail their final exams are unstable extroverts. So, while a high IQ is not a need for academic achievement, it is a required condition. Parents and teachers often believe that low IQ kids are difficult to teach, but in reality, these kids just need more time and attention to stay in school.

Students that experience failure and repetition over and over become irritated and decide to leave school.

Because people tend to associate with their peers and emulate either good or bad behavior, Bruneforth (2006) observed that people with terrible behavior have an impact on others. Students listen to their classmates more than anyone else during the adolescent years. Adolescence is a stage of life when people shape their personalities and narrow their interests. Children are vulnerable at this age to harmful influences as well as to the models and pictures they see around them. As a result, a person's attitude toward education may be influenced by their peers' motivation to continue their study.

Youth in Transition Survey results from 2002 shed enlightening light on this situation. It was discovered that 65% of dropouts who participated in the study claimed their friends thought it was crucial to complete high school. For those who are still in school and high school graduates, the ratio jumps to 86%. However, just 20% of those who were enrolled in school or had graduated had a buddy who had also dropped out, compared to 50% of dropouts.

Children begin to feel independent and assertive during the adolescent stage, which causes them to feel anxious and restless, which eventually results in indiscipline. They desire to be left alone at this point to explore the world, but school rules must be followed, and breaking them can result in conflict and indiscipline, which can lead to kids being suspended or expelled from school. Schools, on the other hand, lack the trained personnel to care for students attentively during the adolescent stage; as a result, they feel neglected and skip class (Fernel) (2010).

Numerous research have identified school-level characteristics that may be important for the dropout phenomena. Although there is no one cause (or event) that causes students to drop out, the risk increases if numerous causes present for a longer length of time (Charmaraman & Hall, 2011). Reference works include a variety of school features that can affect the likelihood of dropping out, such as school size and type, school resources, and so forth; nevertheless, results addressing the significance of these factors are inconsistent (De Witte et al., 2013). On the other hand, a plethora of research have found widespread agreement regarding the importance of the social and academic milieu, instructors' behaviors, and the standard of instruction (De Witte et al., 2013; Blue & Cook, 2004; Rumberger, 2004). For instance, research demonstrates that student-teacher relationships have a significant impact on students' satisfaction with school, wellbeing, and even academic achievement; as a result, it should come as no surprise that poor relationships with teachers and a hostile learning environment are among the primary causes of early school leaving (Fortin et al., 2013).

According to studies, boys in particular who think poorly of their connections with teachers are much more likely to drop out of school (Lessard et al., 2004). Additionally, involvement in extracurricular activities, engagement in many types of classroom and school debate, strong connections with peers, a sense of belonging, the absence of peer violence, and these factors all contribute to a lower rate of educational system dropout. (Erktin, Okcabol & Ural, 2010; Christle, Jolivette & Nelson, 2007; European Commission, 2015; Pooley et al., 2008 Fortin et al., 2013). Furthermore, it has been established that harsh sanctions for students who have attendance issues or disciplinary issues are a key contributing cause to dropping out. Schools with higher dropout rates don't pay attention to the requirements of individual students, so they

can't give children who need extra support the learning support they need (European Commission, 2013; Stearns & Glennie, 2006).

However, schools with high retention rates have fair disciplinary policies, attentive teachers, high expectations, and plenty of chances for substantial participation. Successful schools continuously implement student support initiatives that involve parents and others of the local community instead of focusing on their kids' weaknesses (Christenson & Thurlow, 2004). They use a "whole school approach," which suggests that all students and staff share responsibility for dropout prevention and that the school collaborates with a variety of partners (European Commission, 2015).

Vasconcellos, Robaina and Bonanni, (2020) did a study on the factors influencing students' decision to drop out of online courses in Brazil. The study objective was to identify the relevant variables behind online students' dropout decision in Brazil. After a literature review that determined the ten most recurrent and relevant variables. The study indicated that, from their standpoint, what the most pertinent variables influencing dropout would be. Based on this, we conducted a quantitative survey with e-learning students, considering the factors indicated in the literature on this subject and educational professionals' indications. The study findings students demand frequent attention from professors and tutors. This support indirectly influences the dropout decision, influencing the perception of course practicality, quality of the system, and content. It is not possible to state that this need for student support is due to Brazilian cultural characteristics. However, with the proliferation of online courses in Brazil, the observance of this need for support quality becomes relevant to minimize the dropout rate.

Mozayani, Rostaminezhad and Norozi, (2018) did a study on the factors related to e-learner dropout: case study of IUST E-learning center. The study used a quantitative content analysis by reviewing the findings of 24 major studies in this field. Findings revealed that motivational theories, self-regulated learning and interaction are the most important explanatory theories for e-learner success. Results from 223 e-learner at IUST e-learning center showed that there are relationship between self-regulation and e-learner dropout, in addition the results of t-test revealed that persistence e-learner had significantly high self-regulatory score than the dropout group.

Mohlouoa (2015) conducted a study on the learners' related factors influencing the dropout rate in primary schools in the Teyateyaneng region, Lesotho. The study employed a qualitative research design, using focus group interviews and field notes to succeed in investigating the causal factors of learner dropouts. Purposive sampling was used to select the study sample size. The study revealed that some learners dropped out of school because they were orphans, while others dropped out of school after being absent for a number of weeks. Mainstream classrooms were also found to encourage dropping out because educators are not fully trained to address problems that learners with disabilities bring to the classrooms. Lack of parental involvement was found to drive learners away from schools and into the streets. Due to poor financial situations learners leave school and are forced into child labour to better their families' living conditions. Other learners decided to stop schooling totally after repeating a grade.

Owuor (2016) undertook a research on the learners' associated variables affecting dropout among males in public primary schools in Dagoretti Division, Nairobi County. The research utilized descriptive survey with a sample consisted of 24 head

teachers, 72 instructors, 126 boys who had dropped out of school and 148 boys in class eight, the year 2012. Qualitative and quantitative data was examined and presented in tables of frequencies, percentages and figures. The survey results found that groups, engagement in cash producing activities, poor self-motivation and lack of enthusiasm in school were highlighted by instructors as being the key reasons driving dropout. The boys who had dropped out of school mentioned engagement in bad company, separation of father and mother and revenue producing activities as the primary reasons that impact dropout. Similarly, the boys remaining in school singled out drug addiction, bad company, revenue producing activities and health related concerns as the key reasons to boys' dropouts.

Sitati, (2016) conducted a study on the factors influencing high dropout rates among pupils in public primary schools in Bungoma North District, Kenya. The target population was 1459 members. The sample comprised of 21 public primary schools of which, 15 head teachers, 185 classroom teachers and 95 dropouts were sampled using the stratified and the snowball sampling methods. This constituted a total of 295 respondents involved in the study. A questionnaire and two interview guides were the main tools used in data collection. The results revealed that both external and internal factors influence high dropout rates in study area. On gender differentials, it was revealed that more girls dropout in upper primary level while boys dropout more both at middle and lower primary. It was recommended that teachers, parents, community and government should work in harmony to curb the trend of dropout.

Andanje, (2018) did a study on the learners factors influencing boys` dropout rate in public primary schools in Matungu sub county, Kakamega County, Kenya. The target population consisted of 290 respondents. The research used purposive, convenience,

stratified and simple random sampling techniques to obtain the sample size that included 19 head teachers, 38 PTA representatives, 38 class 7 and 8 teachers and 195. A total sample size of 290 respondents was drawn. The study used questionnaires for teachers, interview schedule for head teachers and parents' representatives whereas Focus Group Discussion guide (FGD) was used to collect information from pupils. The study identified the follow as the major factors that influenced boys' dropout rate which included; child labour, family instability, initiation, parents` low level of education, drug abuse, hunger and lack of role models. The findings established that there were social-economic, socio-cultural, school-related and pupil-related factors that posed a threat to achievement of Universal Primary Education (UPE) in the Sub County.

Muchado, & Mariana, (2017) conducted a study on the learner related factors associated with dropout rates in public secondary education in Minas Gerais. Data are based on a historical series developed by the National Household Sample Survey (PNAD) and a large survey conducted in Minas Gerais, Brazil, which collected diverse information from 3,418 interviewees (including students and dropouts). Cox proportional hazards regression models were estimated to identify potential correlations between intra and extra-school factors and early dropout. From the findings some significant factors were highlighted in the results explaining dropout, such as: difficulties faced with subjects, desire for a different school, perception of better job opportunities if studies are completed, and importance assigned to school choice.

2.3.4 Measures Put in Place to Reduce Dropout Rates in Primary Schools

Sholikhah, Safitri and Rohman, (2020) did a research on the policy options for lowering drop-out rate in senior high school. This research was aimed at identifying the variables producing drop out, policy strategies, supporting and inhibiting strategies elements to minimize drop out. This investigation was done in high schools utilizing phenomenology approach. The findings demonstrated the internal and external component of persons who prompted them to quit school. As approach to limit the number of drop out is preventative and rehabilitative activities. The execution of the plan is supported by numerous elements such as the alignment of goals between the agencies and the school, the capacity and commitment of the school, and the availability of harmonized agreements. Although, there are limitations, primarily the low intensity of communication and the engagement of parents/ guardians in the strategy of minimizing school dropout.

Cervellino, (2019) did a research on the universal techniques to avoid high school dropout. A thorough literature search was done in pertinent databases (PsycInfo, Medline and Embase) in February 2019. Titles and abstracts were examined, possibly relevant full-text publications were read and rated for inclusion, according to pre-defined criteria. After reviewing 602 titles and abstracts, 59 papers were read and appraised for inclusion. The research indicated that generally, universal treatments were helpful in lowering dropout. It was, certainly, implementation issues in innovative initiatives, but no challenges were noted in existing programs. Five clusters of interventions were identified across the studies: early high-quality education; promoting parents' involvement in their children's schooling; making transitions across educational levels predictable and safe; bridging community support

services and children needs, and promoting a positive school climate with healthy relationships to engaged and sensitive adults.

Dockery (2018) conducted a study on the school dropout indicators, trends, and interventions for school counselors. The study findings revealed that implementing recommended intervention strategies including longitudinal tracking systems to more clearly identify students who may later drop out of school, targeted programs for use with individual and groups of students at risk of dropping out, and offering school-wide strategies may help school counselors better meet the needs of potential dropouts.

Blount (2019) did a study on the dropout prevention: recommendations for school counselors. This literature review explored the reasons why students drop out of school, identified predictive risk factors, and highlighted social indicators associated with students who drop out of high school. The school counselor role is to provide intervention strategies and programs to strengthen students desire to remain in school. The study findings revealed that school counselors are held accountable for the academic, personal, social, and career development of students. Given the challenging statistical data regarding the number of students who drop out, there are several indicators school counselors can have a positive impact according to the ASCA (2015) National Model. Specifically, the school counseling profession has called school counselors to be leaders in their schools with relation to dropout prevention. The findings suggest school counselors should focus on several promising strategies to reduce the number of students dropping out of high school.

Crocker, (2019) conducted a study reducing high school dropout: an instrumental case study of successful high school dropout prevention. The literature search and data

analysis sought to unveil empirical research and additionally, any innovative efforts being made in addressing poor school performance. Of 2,744 search results, 18 studies met inclusion criteria. This study highlighted the social factors contributing to and preventing dropout. Data from the included studies and programs were compared to the concepts of bonding and bridging social capital. The findings suggest that research of dropout prevention programs lack empirical methodology, lack appreciation for social factors, produce mixed results, and don't share any innovative theoretical framework.

2.4 Summary of the Reviewed Literature

Andiemai and Anasi, (2022) intended to analyze the impacts school and students based variables impacting girls' dropout rate in primary schools in west Pokot, Kenya. Seven primary schools in Alale Zone, North Pokot Sub County, participated in the research. The research found that characteristics related to the zone's schools and students had an impact on the dropout rate for females. In addition, concerns including adolescent pregnancy, subpar academic performance, poverty, sexual harassment, and families' beliefs and attitudes all had a role in the rise in the number of instances of females dropping out of school. However, the research was performed among primary schools in west Pokot, Kenya and focused primarily on school related reasons and females drop out whereas the present study will be conducted in primary schools within Mogotio Sub County and will concentrate on all students both girls and boys.

Satti and Jamil, (2021) conducted a study on socio-economic determinants of school dropouts: an evidence from households in Pakistan. The education of the household head is also a significant contributor to reducing dropouts. Mother education also

reduces the chances of a child to dropout from school. An employed mother will increase the chance of a child to dropout from school as compared with the unemployed mother. However, the study was conducted in Pakistan and only focused on the socio-economic factors and school drop-out as opposed to the current study which will be conducted in Mogotio sub-county and will focus on the school related factors, leaners related factors and measures to curb drop-out rates.

Vasconcellos, Robaina and Bonanni, (2020) did a study on the factors influencing students' decision to drop out of online courses in Brazil. The study indicated that, from their standpoint, what the most pertinent variables influencing dropout would be. Based on this, we conducted a quantitative survey with e-learning students, considering the factors indicated in the literature on this subject and educational professionals' indications. The study findings revealed that students demand frequent attention from professors and tutors. However, the study focused on online learning among university students in Brazil while the current study will be focus on primary schools within Mogotio Sub County.

2.5 Chapter Summary

This chapter aimed to review the literature in relation to the issue of the factors influencing school dropouts. In doing so, it was divided into the various independent and dependent variables. Many studies have been reviewed and what has come out is that as much as these studies examined the same issue, the contexts were different and therefore the variables in each of the studies were different from the ones the current study was addressing.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents information on procedure and methodology which was employed in this study during data collection and analysis of field data. It is divided into the following section; the location of the study, research design, target population, sample size and sampling techniques, data collection, research instruments, data analysis and ethical considerations.

3.2 Location of the Study

The study was conducted in Mogotio Sub county Baringo County. The Sub County is located south of Baringo County and shares a border with Rongai Sub County. It also borders Samburu County to the North East, Laikipia County to the South and Nakuru County to the South. At the same time, it borders Eldama Ravine, Rongai, Baringo East and Baringo Central Sub Counties. According to the KNBS (2019) statistics, the sub county has a population of 90,011 with 18,187 households.

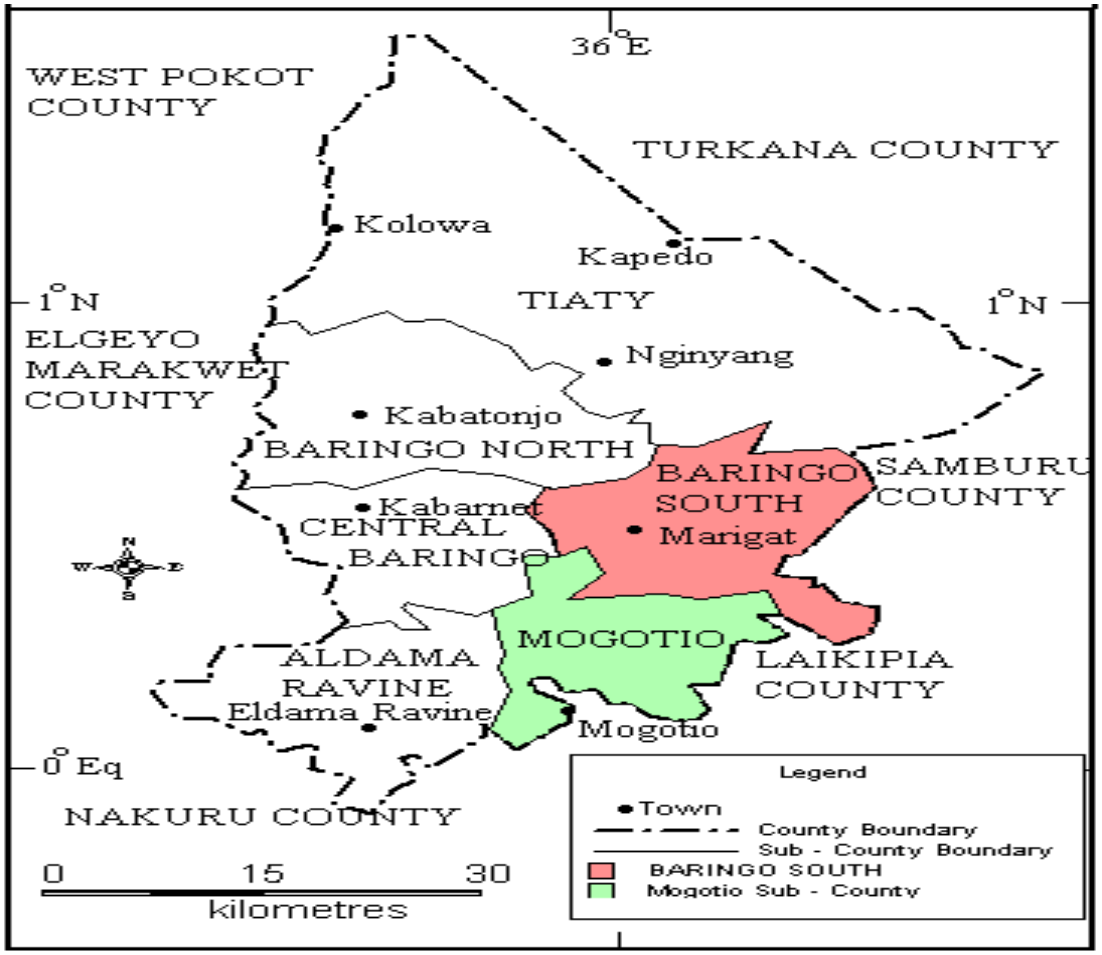

Figure 3.1: Map of Study Area

The main economic activities are dairy farming, growing maize, and large-scale sisal cultivation for export. Mogotio sub-county has three wards with a population of 32, 276; Mogotio ward has a population of 14, 688, Emining ward with a population of 8, 875 and Kisanana ward with a population of 8, 712. IEBC Baringo County Registered Voters, (2022).

3.3 Research Design

The study adopted a descriptive survey design. Bless and Higson-Smith, (2015) defined a descriptive research as a process of collecting data in order to test hypothesis or answer questions concerning the current status of the subject of study. This research design is appropriate because it determines and reports things the way they are such as possible behaviour, attitudes, values and characteristics.

3.4 Target Population

The target population included all the 2,459 pupils of primary schools, 919 teachers and 103 head teachers in Mogotio Sub County (MoE, 2016). These were spread across the sub county namely: Kipngorom, Mogotio, Emining' and Kisanana.

3.5 Sample Size and Sampling Techniques

Proportionate stratified sampling was adopted to stratify the pupils, teachers and Head teachers according to the Division they belong. Simple random sampling was used to get 246 pupils and 92 teachers and 31 head teachers making a total of 369 respondents. According to Mugenda and Mugenda (2013) 10 to 30% of the population can be used to form the sample. This study used 10% to target head teachers, teachers and pupils. This was done using proportionate sampling where in those sub counties with more population; target was higher in comparison with those with lower population. According to the ministry of education records, there are 103 head teachers in the sub county while the number of pupils was 2,459. This is illustrated in table 3.1

Table 3.1: Sample Size

Locations	**Number of pupils**	**Number of teachers**	**Number of head teachers**	**Number of pupils Sampled**	**Number of teachers Sampled**	**Number of Head teachers Sampled**
Kipngorom	467	132	18	47	13	5
Emining	523	203	33	52	21	10
Kisanana	752	310	15	75	31	5
Mogotio	717	274	37	72	28	11
TOTAL	**2,459**	**919**	**103**	**(10%)246**	**(10%)92**	**(30%)31**

3.6 Research Instruments

According to Kombo and Tromp (2006), data collection refers to gathering information aimed at providing or refuting some facts. The sources of data that was

adopted was primary and secondary. Primary data was the information gathered directly from the respondents by use of questionnaires and interview schedule. An in-depth literature review on related research was undertaken before and during the development of the questionnaires. Several items were developed for each of the variables. Data was collected using a structured questionnaire administered by the researcher. On the other hand, secondary data constituted information contained in other sources such as books, journal articles, authoritative commentaries as wel as newspapers and government records.

3.6.1 Questionnaires

Close ended questionnaires were used to collect data from the learners and the teachers. Questionnaires were self-administered by the researcher with the help of research assistants. The team visited the schools on week days to administer questionnaires to pupils and teachers during a period of two months.

3.6.2 Interview Guide

Head teachers were interviewed with the aid of interview guide to get in-depth information concerning pupils drop out. This was prepared before the study was carried out. It was based on the objectives. The interviews lasted 10-15 minutes and they gave the respondents a leeway to express themselves beyond the limitations of questionnaires. Besides, it enabled the researcher to gauge the mood of the issues being discussed and the feelings of the affected people.

3.6.3 Observation

The researcher also used observation guide as one of the data collection instruments. This guide enabled the researcher to observe several issues under investigation. These included: desks in classes, attendance of teachers, attendance registers of students and

entry exit records. The researcher also observed the way pupils were attending school in order to note school-based factors that either encourage or inhibit attendance of pupils in school. This was to compliment the data that was collected from other sources.

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity

Validity is the degree to which all accumulated evidence from the research supports intended interpretation of the test scores for the proposed purpose (Mugenda & Mugenda, 2012). The questionnaires in this study were validated through application of content validity. The researcher critically discussed the research instruments with supervisors to ensure that the information sought was clear and the questionnaire specifically sought the information relevant to the research objectives. The comments and observations made by these experts were useful in the development and correction of the research instruments. After these consultations, the relevant comments and suggestions were synchronised. In addition, the researcher randomly held discussions with several head teacher concerning the structuring and items in the questionnaires. With all such input, necessary changes were made in relation to the validity of the questionnaires.

3.7.2 Reliability

Reliability enables the researcher to estimate error and make the necessary corrections if any (Maughan & Burdett, 2013). This is because the larger the reliability the smaller the mistake and conversely, the larger the error, the smaller the reliability. Reliability in this study was enhanced by pre-testing the questionnaire with a selected sample which was not included in the main study. The questionnaires were coded and

Cronbach's Alpha Test was then conducted. All the 5 variables gave Cronbach's Alpha threshold values greater than 0.7. As shown in Table 3.1. From the pilot study the Cronbach Alpha values was 0.715, 0.705, 0.731, 0.714 and 0.722 respectively. Therefore, school related factors, socio-economic factors, learner related factors, measures to lower drop-out rates and dropout rates all had Cronbach values which were greater than 0.7. According to George and Mallery (2003), Cronbach correlation coefficients greater or equal to 0.7 are acceptable. Field (2009) observes that a Cronbach's $\alpha > 0.7$ implied that the research instrument provided a good measure for research. The results of the pilot test was not included in the final data analysis of the study.

Table 3.2*:* Reliability Test Results

Variable	No. of Items	Cronbach's Alpha Value
School Related Factors	6	.715
Socio-Economic Factors	5	.705
Learner Related Factors	5	.731
Measures to lower drop-out	6	.714
Drop-out Rates	4	.722

3.8 Data Collection Process

The researcher first received a formal letter from the University which facilitated the acquisition of research permit from the National Commission for Science and Technology and Innovation (NACOSTI). The researcher later presented the letter from the university to the head teachers of the schools to seek for permission to collect data. After being granted the permission the researcher visited the schools during the school days so as to administer the questionnaires and give them one day to fill them. The questionnaire contained close ended items to help the researcher to avoid irrelevant answers and also to make data analysis easier (Mugenda 2012).

3.9 Data Analysis Procedures

Data analysis was done after the collection of data. Response of each question was coded using a system of letters or symbols. Data collected from the study was checked and validated for accuracy and completeness at the end of each day. Quantitative data was entered using SPSS Version 20 and analysed descriptively. Descriptive statistics are indices that describe given sample (Nachmias, 2014). Data was presented using pie charts, bar graphs and tables. The descriptive statistics enables the researcher to identify the most frequently occurring variables, average occurrences and how the responses were distributed in relation to the given sample category (Saleem, 2016).

Table 3.3: Data Analysis Procedures

Objective	Research tool	Analysis technique
To determine school related factors influencing dropout rates in primary schools in Mogotio Sub County	Questionnaire & Interview Guide	Frequencies, percentages and mean
To find out socio-Economic factors influencing dropout rates in primary schools in Mogotio Sub County	Questionnaire & Interview Guide	Frequencies, percentages and mean
To determine learner related factors influencing dropout rates in Mogotio Sub County	Questionnaire & Interview Guide	Frequencies, percentages and mean
To explore measures put in place to reduce dropout rates in primary schools in Mogotio Sub County	Questionnaire & Interview Guide	Frequencies, percentages and mean

On the other hand, data that was collected qualitatively was grouped into themes based on the objectives of the study. Thereafter, it was presented in prose in form of

narrative. It also included direct quotations from the respondents. This data was used to compliment the quantitative data that was collected using questionnaires.

3.10 Ethical Consideration

The nature and the purpose of the research were explained to the respondents by the researcher. During the course of the data collection, the respondents were free to withdraw from the study. Respondents were assured of confidentiality. No personal identification numbers was indicated in the questionnaires except the numbering for the questionnaires mainly for purposes of identification of data during coding. Respondents were informed about the intentions of the research, its potential benefits to the wider society and the right to choose to participate or not.

3.11 Chapter Summary

This chapter outlined the methodology that was used to carry out the study. Specifically, the study area, design, study population and the sample size. In addition, the chapter also outlined the data collection instruments which included questionnaires, interview guides and observation guides. These were use to collect the data from the respondents in the field. The chapter went ahead to elaborate the data collection procedures, reliability and validity as well as the data analysis procedures. In the end, the chapter provided the ethical issues that were followed in ensuring that the work met the legal and ethical threshold.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter discusses findings from the questionnaires and ties them to the objectives of the study. Data analysis was undertaken in three steps; data preparation, data analysis and discussion.

4.2 Response Rate

246 questionnaires were administered to students and 210 questionnaires were returned. This represents 85.4% return rate. The researcher also distributed 92 questionnaires to the teachers where 81 questionnaires were successfully filled and returned, this represents 89.1% response rate, 31 head teachers were interviewed, ensuring that the responses were above the recommended 50% which was recommended by Mugenda and Mugenda (2012) thus showing the viability of the research data.

Table 4.1: Response Rate of the Respondents

Respondents	**No. of questionnaires Issued/Interviews conducted**	**No. of questionnaires Returned/ Interviews conducted**	**% Response rate**
Student	246	210	85.4%
Teachers	92	81	89.1%
Head teachers (Interviews)	31	31	100%

4.3 Demographic Information of Respondents

This section provides the demographic information for the teachers and the students.

4.3.1 Teacher's Demographic Information

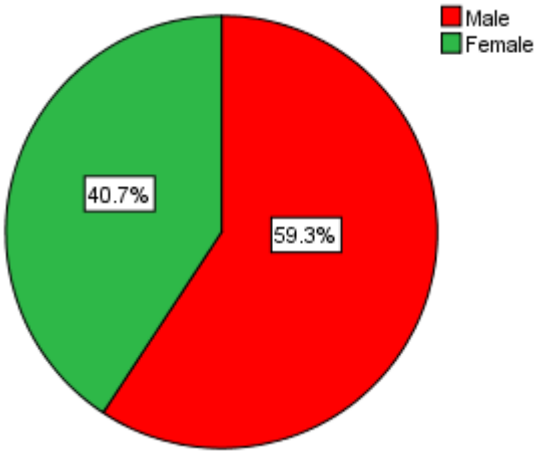

Figure 4.1 Gender of the Respondent

In figure 4.1, the gender of the respondents were assessed where fifty nine point three percent (59.3%) of the respondents were male while forty point seven percent (40.7%) were female, the study depicts that most respondents were male implying most teachers are male. However, there is also a significant percentage of women teachers which was interpreted to imply that the demography was a true representation of the distribution of the teachers in the sub county and thus the responses will be objectively reflective.

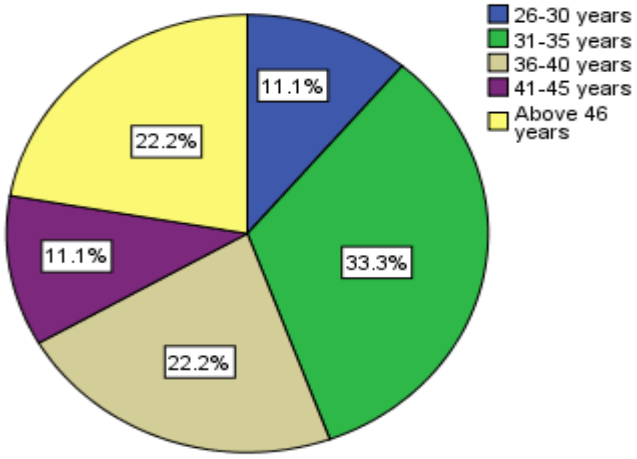

Figure 4.2 Age of the Respondent

The study assessed the age of the respondents where eleven point one percent (11.1%) were aged between 26 to 30 years, thirty three point three percent (33.3%) are aged between 31 and 35 years, twenty two point two percent (22.2%) were aged between 36 and 40 years and the same percentage were also aged above 46 years and eleven point one percent (11.1%) were aged between 41 and 45 years, the findings implies that most respondents are aged between 31 and 35 years. the findings are summarized in figure 4.2. This distribution is a pointer that all ages were represented and thus the responses covered all the age brackets.

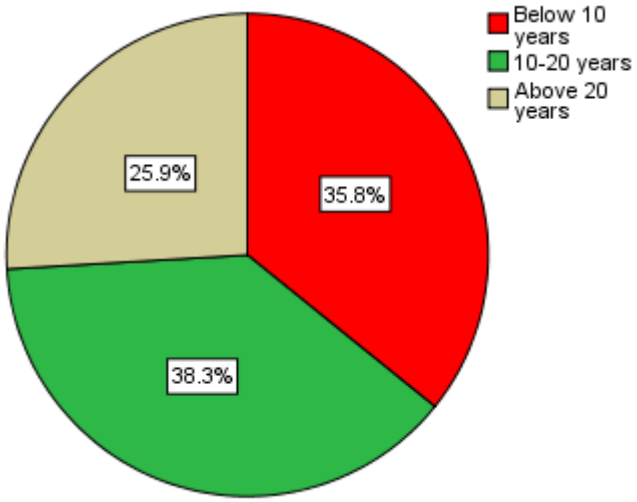

Figure 4.3 How long the teacher has been teaching

The study also assessed how long the teacher has been teaching, thirty five point eight percent (35.8%) have been a teacher for less than 10 years, thirty eight point three percent (38.3%) have been a teacher for between 10 and 20 years while twenty five point nine percent (25.9%) have been a teacher for more than 20 years. the findings are summarized in figure 4.3

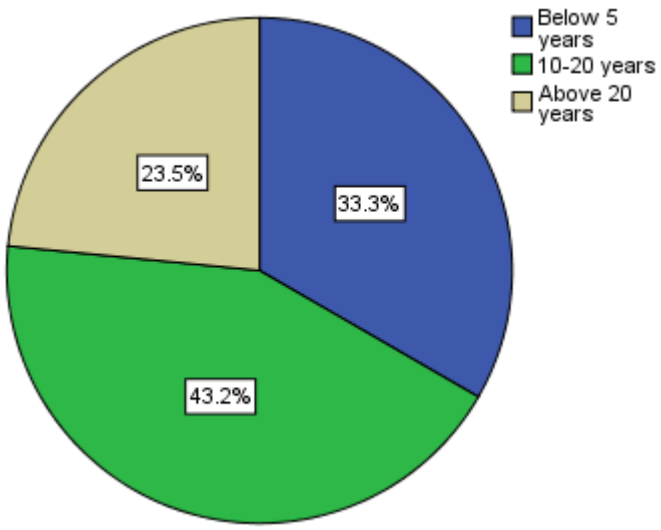

Figure 4.4 How long have you been in the station

Thirty three point three percent (33.3%) have been teaching in the same school for below 10 years, forty three point two percent (43.2%) have been in the same school for between 10 and 20 years and twenty three point five percent (23.5%) have worked for more than 20 years in the same school. The findings implies that most teachers have been in the same school for between 10 and 20 years, it is summarized in figure 4.4

4.3.2 Students' Demographic Information

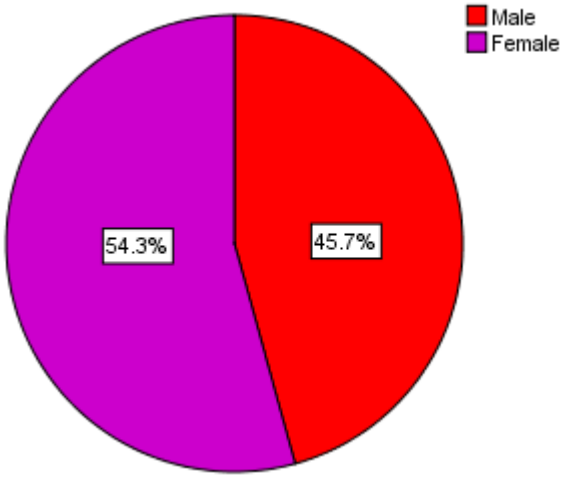

Figure 4.5 Gender of the Students

In figure 4.5 the study assessed the gender of the students where forty five point eight percent (45.8%) of the respondents are male while fifty four point three percent (54.3%) of the respondents were female, this finding implies that most of the students are female as compared to the male.

4.4 School Based Factors Influencing Dropout Rates in Primary Schools

The first objective of this study was to determine school related factors influencing dropout rates in primary schools in Mogotio Sub County. In this regard the researcher found it prudent to explore the effect of the effects of school related factors influencing dropout rates in primary schools in Mogotio Sub County. A five (5) point Likert scale (1=strongly disagree; 2= disagree; 3= uncertain; 4= agree; 5=strongly agree) was used to measure the views of respondents. The upper and lower limits were set based on mean analysis of Likert scale data. A mean score of 1.0 - 1.80 depicted strongly disagree, 1.81 - 2.60 indicates disagree while mean score of 2.61 - 3.40 indicates moderate, 3.41 - 4.20 indicates agree and 4.21 - 5.0 indicates strongly agree (Warmbrod, 2014). In other words, a mean score of 2.61 and above indicates

that the respondents agree school related factors influencing dropout rates in primary schools in Mogotio Sub County and mean score equal to or below 1.81 signifies no relationship

Table 4.2: Teachers' School Related Factors

Statement	N	Min	Max	Mean	SD
Schooling is too expensive	81	1.00	5.00	2.78	1.32
Poor teaching standards at school	81	2.00	4.00	2.89	0.57
Hostile school environment	81	2.00	4.00	2.67	0.82
Failed grade and would have to repeat	81	1.00	3.00	2.00	0.67
Withdrawn by parent/guardian (corporal punishment)	81	1.00	4.00	2.67	0.95
Difficulties with school work	81	2.00	5.00	3.11	1.20

The study assessed if schooling is too expensive to contribute to school dropout, the study recorded a mean of 2.78 with a maximum and minimum value of 5 and 1 respectively, the standard deviation was 1.32 which the findings implies that expensive schools can contribute to dropout since some of the parents will not afford to cater the school requirements, the study also assessed if poor teaching standards in the school contribute to dropout, the statement recorded a mean of 2.89 and the standard deviation was 0.57 which implies that poor teaching standards can contribute to school dropout. Failed grade and would have to repeat recorded a mean of 2.67 with a standard deviation of 0.82, this depicts that failed grades can also contribute to the student dropping out of the school. Withdrawn by parent/guardian (corporal punishment) registered a mean of 2.67 and the standard deviation was 0.95 and the difficulties with school work recorded a mean of 3.11 with a standard deviation of 1.20 which implies that difficulties with school work can result to school dropout among the students.

The findings are supported by a comment made by one head teacher who stated that:

> *"Majority of boys and girls who drop out of schools are from financially challenged families. Students are forced to drop out of school to help their parents or guardians to make a living*"(Head teacher Mogotio Sub County)

These findings corroborate those of Roso and Marek (2016), who discovered that school-related issues prevent boys from being motivated and concentrating at a high enough level, leading to impaired cognitive performance. The results are in line with those of Staff and Kreager (2016), who discovered that admittance into violent organizations jeopardizes underprivileged boys' academic success. The finding that 45.2% of the boys who had dropped out of school were involved in drug and substance abuse supports the findings of Wamalwa (2011) who reported that 35.2% of teachers surveyed had knowledge of boys being engaged in drug abuse in Dagoretti Sub County. These findings also resonate with those of Wootherspoon (2004) which emphasized the influence of school-related factors to the dropping out problem, namely; policies and practices, student teacher relationships, the nature of school curriculum, resources, and quality learning. Mbilinyi (2003) observed that a lack of diversity in the school curriculum predisposes students to dropping out.

Table 4.3: Students' School Related Factors

Statement	N	Min	Max	Mean	SD
Need for pupils to work at home	210	1.00	5.00	3.22	1.05
Death in the family	210	1.00	5.00	1.46	0.82
Distance from home to school	210	1.00	5.00	2.51	1.51
Early marriages	210	1.00	5.00	3.91	1.47
pregnancies	210	1.00	5.00	3.82	1.46
Lack of money to pay	210	1.00	5.00	3.43	1.52
Expelled from school	210	1.00	5.00	4.11	1.38
Too old to continue with schooling	210	1.00	5.00	2.57	1.56
illness	210	1.00	5.00	2.18	1.50
Instability at home	210	1.00	5.00	3.94	1.51
Lack of money for uniforms	210	1.00	5.00	3.41	1.62
Death of parents	210	1.00	5.00	2.59	1.54
Poor parental care	210	1.00	5.00	3.37	1.53

In table 4.3, the study assessed the students perception on how school related factors contribute to the school dropout, need for pupils to work at home recorded a mean of 3.22 with standard deviation of 1.05 which implies that the need for pupils to work at home contributes to the dropout, death in the family recorded a mean of 1.46 with a standard deviation of 0.82 which implies that the death in the family have a minimal contributions to the school dropout. Distance from home to school recorded a mean of 2.51 which implies a minimal contributor to school dropout, early marriages recorded a mean of 3.91 with a standard deviation of 1.47 which implies that early marriages contributes to the school dropout. Pregnancies recorded a mean of 3.83 which depicts that it contributes to school dropout, lack of money to pay and eexpelled from school recorded a mean of 3.43 and 4.11 respectively which depicts that it contributes to the school dropout, instability at home recorded a mean of 3.94 with a standard deviation of 1.51, lack of money for uniforms registered a mean of 3.41 and the deviation was

1.62 which implies that lack of money for uniforms contributes to the school dropout and poor parental care recorded a mean of 3.37 which implies that poor parental care can contribute to the school dropout among the students. The findings are supported by a comment made by one of the head teachers who stated that:

> *"Girls who get married at an early age tend to drop out of school since they tend to have children and they are unable to continue with school*"

The study findings concurs with those of Lincove (2009) who found that in Nigeria, where formal fees are no longer levied, books and uniforms cost 2.5 times more than official fees did before their elimination. These non-tuition user fees are reported to have significant negative effects on enrolment. In Malawi and Uganda, a decade after tuition fees were abolished, half the households with children who have dropped out still cite lack of money as the main problem leading to school dropout.

At the same time, the findings are in tandem with the theoretical framework advanced by Arkifat (2017). The author avers that at the family level, it was found out that the four main reasons happen in the following manner: Economically, the family's economic standing pushed the children out of school because, unable to be provided for, they were forced to escape away from their family to look for a job. Secondly, the family's educational experience was an important determinant of school dropouts. Parents' educational level dictates dropouts because if the parent's educational level is low, they tend to take educational matters lightly, especially those of girls, and, in the end, do not support their children to complete schooling. This behaviour is also passed on to their children who never benefitted from education, and in the end, a vicious cycle of lack of appreciation of education is passed from one generation to another, which not only negatively affects society; it also stifles the development of a community because education is normally a tool of

emancipating people from the jaws of poverty and underdevelopment. These factors have a high affinity with marginalised societies, specifically low-income families.

4.5 Socio-Economic Factors Influencing Dropout Rates in Primary Schools

The second objective of this study was to find out socio-economic factors influencing dropout rates in primary schools in Mogotio Sub County. In this regard the researcher found it prudent to explore the socio-economic factors influencing dropout rates in primary schools in Mogotio Sub County. A five (5) point Likert scale (1=strongly disagree; 2= disagree; 3= uncertain; 4= agree; 5=strongly agree) was used to measure the views of respondents. The upper and lower limits were set based on mean analysis of Likert scale data. A mean score of 1.0 - 1.80 depicted strongly disagree, 1.81 - 2.60 indicates disagree while mean score of 2.61 - 3.40 indicates moderate, 3.41 - 4.20 indicates agree and 4.21 - 5.0 indicates strongly agree (Warmbrod, 2014). In other words, a mean score of 2.61 and above indicates that the respondents agree socio-economic factors influencing dropout rates in primary schools in Mogotio Sub County and mean score equal to or below 1.81 signifies no relationship.

Table 4.4: Teachers' responses on Socio-economic factors on Dropout among Students

Statement	N	Min	Max	Mean	SD
Need for pupils to work at home	81	1.00	4.00	2.78	1.03
Death in the family	81	1.00	3.00	2.00	0.82
Distance from home to school	81	2.00	5.00	3.33	0.94
Early marriages	81	1.00	4.00	3.56	.961
pregnancies	81	1.00	5.00	3.11	1.37
Lack of money to pay	81	1.00	5.00	3.22	1.55
Expelled from school	81	2.00	5.00	3.89	1.20
Too old to continue with schooling	81	2.00	5.00	3.78	1.23
illness	81	2.00	5.00	4.33	0.94
Instability at home	81	2.00	5.00	3.44	0.96
Lack of money for uniforms	81	1.00	4.00	2.89	0.88
Death of parents	81	2.00	5.00	3.56	1.07
Poor parental care	81	1.00	5.00	3.44	1.43

The study sought to determine the teachers perception on how socio-economic factors contributes to the dropout among the students, the need for pupils to work at home recorded a mean of 2.78 and the standard deviation of 1.03 which implies that need for pupils to work at home contributes to the school dropout, Death in the family registered a mean of 2.00 with a standard deviation of 0.82 which implies that death in the family have a least contribution to the school dropout, distance from home to school registered a mean of 3.33, early marriages recorded a mean of 3.56 which implies that it contributes to school dropout largely, too old to continue with schooling recorded a mean of 3.78 with a standard deviation of 1.23. Illness recorded a mean of 4.33 with a standard deviation of 0.94 which implies that illness largely contributes to the school dropout among the students, death of parents registered a mean of 3.56 and poor parental care recorded a mean of 3.44 and the standard deviation of 1.43 which depicts that poor parental care have a direct influence on the

school dropout among the students. The findings are supported by a statement made by a head teacher in one of the schools who stated that:

> *"After the death of parents first born boys tend to become the sole bread winners for the younger siblings and are therefore forced to drop out of school*"

Table 4.4 provides a summary of the results. The study's findings concur with those of Chugh (2011), who found that risk factors for dropping out of school include poverty, low parental education levels, a weak family structure, sibling and preschool attendance patterns, family background issues, and domestic issues. These factors all exist even before students enroll in school, and together they create an environment that undermines the value of education. Children from dysfunctional families are more likely to drop out of school; parent drunkenness and family strife are just a few of the detrimental elements that influence students.

Boys in public schools who drop out are affected by family stability. The particular factors that affect dropout rates are: broken families, poverty in households, inadequate parental supervision, parental education level, parent loss, and households that place little importance on education. The dropout rate of female students in primary schools was affected by a number of factors, including early marriage, which had an impact on the dropout of girls, initiation rites, which interfered with regular school and class attendance, attitudes of parents, many of whom preferred educating boys to girls, roles in society, which are too demanding for girls, and domestic work. These have a significant impact on the high proportion of female secondary school dropouts. These results go against those of Manda (2003) and Batageka (2005), who discovered that a significant impact was a lack of curiosity. It also goes against Liu's

(2004) research, which revealed that bullying and physical punishment cause students to become dissatisfied with their education and eventually quit out.

These findings show that the school teachers employed a variety of strategies to deal with student dropouts, including guidance and counselling, suggestions for bursary fund forms, parent involvement in student disciplinary matters, and mobilization of community members and well-wishers to support the financially disadvantaged secondary school students. The administrators do, however, concur that further funds and assistance from the government and well-wishers are required to address secondary school dropout rates.

Table 4.5: Students' Responses on Socio-Economic Factors on Dropout among Students

Statement	N	Min	Max	Mean	SD
Schooling is too expensive	210	1.00	5.00	2.37	1.39
My parents always encourage me to study and perform well in school	210	1.00	5.00	4.29	1.28
Poor teaching standards at school	210	1.00	5.00	2.26	1.47
Hostile school environment	210	1.00	5.00	2.42	1.40
Failed grade and would have to repeat	210	1.00	5.00	3.20	1.59
Withdrawn by parent/guardian (corporal punishment)	210	1.00	5.00	3.48	1.55
Difficulties with school work	210	1.00	5.00	2.69	1.44

The study also assessed the students' perception on the socio-economic factors that led to dropout, Schooling is too expensive recorded a mean of 2.37 with a standard deviation of 1.39 which depicts the least correlation between school being expensive and dropout, My parents always encourage me to study and perform well in school recorded a mean of 4.29 with deviation of 1.28, Poor teaching standards at school recorded a mean of 2.26 with the standard deviation of 1.47, failed grade and would

have to repeat recorded a mean of 3.20 and the standard deviation 1.59 with depicts that failed grade and would have to repeat leads to school dropout. Withdrawn by parent/guardian (corporal punishment) recorded a mean of 3.48 and the standard deviation of 1.55 and difficulties with school work recorded a mean of 2.69 and the standard deviation of 1.44 which implies that difficulties with school work can result to the school dropout. The findings are summarized in table 4.5

Studies by Njeru and Orodho, (2003); Pscharapoulos (1985); Mingat (2002) and Onyango, (2002) aver that household income plays a significant role in determining access to education because educating children involves prospective costs from the time students are registered until the time they graduate. Therefore, as much as the government has put in place Free Primary Education (FPE), there are still many hidden costs that come with educating because the parents have to bear with the school uniform, transport and feeding, which is a challenge to low income families.

4.6 Learner Based Factors Influencing Dropout Rates in Primary Schools

The third objective of this study was to find out learner related factors influencing dropout rates in primary schools in Mogotio Sub County. In this regard the researcher found it prudent to explore the learner related factors on dropout rates in primary schools in Mogotio Sub County. A five (5) point Likert scale (1=strongly disagree; 2= disagree; 3= uncertain; 4= agree; 5=strongly agree) was used to measure the views of respondents. The upper and lower limits were set based on mean analysis of Likert scale data. A mean score of 1.0 - 1.80 depicted strongly disagree, 1.81 - 2.60 indicates disagree while mean score of 2.61 - 3.40 indicates moderate, 3.41 - 4.20 indicates agree and 4.21 - 5.0 indicates strongly agree (Warmbrod, 2014). In other words, a mean score of 2.61 and above indicates that the respondents agree learner related

factors contributes to dropout rates in primary schools in Mogotio Sub County and mean score equal to or below 1.81 signifies no relationship. The study findings conquers with those of Azzam (2016) who contended that many dropouts would have attended schools that have poor facilities and inadequate resources, conditions that affect the performance of the children and ultimately their decision to leave school.

Table 4.6: Teachers' responses on Learner based Factors on Dropout

	N	Min	Max	Mean	SD
Peer pressure	81	1.00	5.00	2.78	1.04
Use of drugs	81	2.00	5.00	3.22	0.92
Lack of motivation	81	1.00	5.00	3.33	1.25
Claim that school is so strict	81	2.00	5.00	3.56	1.07
Absenteeism	81	2.00	5.00	4.22	1.04
Poor performance	81	2.00	5.00	3.89	0.88
Harsh teachers	81	2.00	5.00	3.89	0.88

The study sought to determine the teachers 'perceptions on school related factors that can affect leads to school dropout, peer pressure registered a mean of 2.78 and the standard deviation of 1.04 which implies that peer pressure can lead to school dropout among the students, use of drugs recorded a mean of 3.22 with the standard deviation of 0.92, lack of motivation registered a mean of 3.33 which implies when a student lack motivation then he or she can drop out of school. Absenteeism recorded a mean of 4.22 with the standard deviation of 1.04 which means most students which are absent in school later will dropout, poor performance also recorded a mean of 3.89 which implies poor performance among the students can lead to school dropout and harsh teachers recorded a mean of 3.89 which depicts students can drop out of the school because the teachers are harsh. The findings are supported by a statement made by a head teacher in one of the schools who stated that:

"Boys who start abusing drugs tend to drop out of school since they become unruly"

The findings differed with the works of Knesting (2008) who found learner - teacher communication to be an important factor affecting drop outs. The findings also do not conform to the works of Dobson (2001) and Francis (2000) who emphasize discrimination as an important factor contributing to boy dropouts.

Table 4.7: Students' Responses on School Related Factors on Dropout

	N	Min	Max	Mean	SD
Peer pressure	210	1.00	5.00	3.53	1.43
Use of drugs	210	1.00	5.00	3.53	1.49
Lack of motivation	210	1.00	5.00	2.41	1.36
Claim that school is so strict	210	1.00	5.00	2.68	1.44
Absenteeism	210	1.00	5.00	2.99	1.54
Poor performance	210	1.00	5.00	3.26	1.65
Harsh teachers	210	1.00	5.00	1.61	1.15

The study also assessed the students' perception on school related factors that contributes to school dropout. Peer pressure recorded a mean of 3.53 and the standard deviation was 1.43 which implies that peer pressure can results to school dropout, use of drugs recorded a mean of 3.53 and the deviation of 1.49 which implies that use of drugs results to school dropout, claim that the school is so strict recorded a mean of 2.68 and the standard deviation of 1.44 which depicts that strictness in school leads to some students dropping out. Absenteeism recorded a mean of 2.99 which implies that it can influence on the school dropout, poor performance recorded a mean of 3.26 while harsh teachers recorded a mean of 1.61. This implies that poor performance can lead to school drop-out while harsh teachers do not contributes to the school dropout among the students. The findings are summarized in table 4.7. The study findings are in disagrees with the findings of (Gatimu, 2015) who found that cruelty and

unreasonable harshness of the teachers makes pupils drop out of school. Likewise, the study showed that very high teacher expectations from the pupils is enough to make slow pupils drop out of school.

Studies by Bruneforth (2006); Theuri (2004) and Fernel (2010) cite repetition of students in classes, insensitive examination and ranking practices and lack of an understanding of the learners by the teachers plays a major role in the school dropouts. Unless the pupil's interests are factored when handling them; teachers risk losing them from school Therefore, an application of psychology, administration and psychology is essential in ensuring that the learners are motivated to be in school.

4.7 Measures to Improve Enrolment of Pupils

The study also sought to determine the measures to improve enrolment of pupils in primary schools in Mogotio Sub County. In this regard the researcher found it prudent to explore the measures to improve enrolment of pupils in primary schools in Mogotio Sub County. A five (5) point Likert scale (1=strongly disagree; 2= disagree; 3= uncertain; 4= agree; 5=strongly agree) was used to measure the views of respondents. The upper and lower limits were set based on mean analysis of Likert scale data. A mean score of 1.0 - 1.80 depicted strongly disagree, 1.81 - 2.60 indicates disagree while mean score of 2.61 - 3.40 indicates moderate, 3.41 - 4.20 indicates agree and 4.21 - 5.0 indicates strongly agree (Warmbrod, 2014). In other words, a mean score of 2.61 and above indicates that the respondents agree on measures to improve enrolment of pupils in primary schools in Mogotio Sub County and mean score equal to or below 1.81 signifies no relationship.

Table 4.8: Teachers' Perceptions on Measures to Improve Enrolment of Pupils

Statement	N	Min	Max	Mean	SD
Flexible schooling hours and systems	81	1.00	5.00	3.78	1.41
Automatic promotion	81	2.00	5.00	4.00	0.82
Language of instruction	81	2.00	4.00	3.22	0.63
Free text books	81	1.00	3.00	2.22	0.79
School feeding program	81	1.00	3.00	2.33	0.67
Fee free and levy free schooling	81	1.00	5.00	3.22	1.32
Monitoring accountability and incentives	81	1.00	4.00	2.78	1.03
Working closely with the administration	81	1.00	5.00	2.78	1.32
Role modeling	81	1.00	5.00	2.67	1.57
Improvement of teaching approaches	81	1.00	5.00	3.11	1.37
Recruitment of enough teachers	81	1.00	5.00	2.67	1.50
Strengthening guidance and counseling	81	1.00	5.00	2.78	1.32
Creation of conducive learning environment	81	1.00	5.00	2.67	1.77
Eradication of child labor	81	1.00	5.00	3.22	1.14
Sensitization of parents on importance of education	81	1.00	5.00	3.11	1.45
Sensitization of parents on rights of children	81	1.00	5.00	3.22	1.32

The study assessed the teachers' perception on measures to improve enrolment of pupils, Flexible schooling hours and systems recorded a mean of 3.78 and 1.41, Automatic promotion registered a mean of 4.00 and 0.82 and this implies it improve enrolment of pupils, School feeding program recorded a mean of 2.33 with the standard deviation of 0.67, fee free and levy free schooling recorded a mean of 3.22 and it implies that fee free and levy free schooling improve the students enrolment, monitoring accountability and incentives registered a mean of 2.78 and the mean of 1.03, working closely with the administration registered a mean of 2.78 and the mean

of 1.32, Improvement of teaching approaches improve the student enrolment as shown by a mean of 3.11.

Recruitment of enough teachers recorded a mean of 2.67 and the standard deviation of 1.50, creation of conducive learning environment registered a mean of 2.67 and the standard deviation of 1.77, eradication of child labour recorded a mean of 3.22 and the standard deviation of 1.14, sensitization of parents on importance of education recorded a mean of 3.11 and the standard deviation of 3.11 and the standard deviation of 1.45 and sensitization of parents on rights of children recorded a mean of 3.22 and the standard deviation of 1.32 which depicts that sensitization of parents on rights of children improve the students' enrolment. The findings are supported by a statement made by a head teacher in one of the schools who stated that:

> *"There is a need for parents and guardians to work closely with the teachers to reduce cases of school dropout"*

The study finding concurs with those of Maton and Moore, (2016) who found that parent and community sensitization program increases School enrolment, retention and increases learners out-come. This program helps some of the world's poorest community to improve their lives through education. It builds on the success of the Inclusive education programme that increases school enrolment, retention, transition, for nomadic children, including children with learning disabilities.

These findings show that the school principals employed a variety of strategies to deal with student dropouts, including guidance and counseling, suggestions for bursary fund forms, parent involvement in student disciplinary matters, and mobilization of community members and well-wishers to support the financially disadvantaged secondary school students. The administrators do, however, concur that further funds

and assistance from the government and well-wishers are required to address secondary school dropout rates.

Table 4. 1: Students' perception on Measures to Improve Enrolment of Pupils

Statement	N	Min	Max	Mean	SD
Flexible schooling hours and systems	210	1.00	5.00	2.05	1.52
Automatic promotion	210	1.00	5.00	2.59	1.55
Language of instruction	210	1.00	5.00	1.91	1.43
Free text books	210	1.00	5.00	3.19	1.57
School feeding program	210	1.00	5.00	3.48	1.55
Fee free and levy free schooling	210	1.00	5.00	2.70	1.44
Monitoring accountability and incentives	210	1.00	5.00	3.52	1.43
Working closely with the administration	210	1.00	5.00	3.52	1.49
Role modeling	210	1.00	5.00	2.42	1.34
Improvement of teaching approaches	210	1.00	5.00	2.67	1.42
Recruitment of enough teachers	210	1.00	5.00	3.00	1.52
Strengthening guidance and counseling	210	1.00	5.00	3.27	1.61
Creation of conducive learning environment	210	1.00	5.00	1.66	1.18
Eradication of child labour	210	1.00	5.00	2.09	1.52
Sensitization of parents on importance of education	210	1.00	5.00	2.60	1.54
Sensitization of parents on rights of children.	210	1.00	5.00	1.91	1.43

The study also assessed the students' perception on measures to improve enrolment of the students, Flexible schooling hours and systems recorded a mean of 2.05 and the standard deviation was 1.52 which implies that flexible schooling hours and systems does not necessarily translates to students enrolment. Automatic promotion recorded a mean of 2.59 and the standard deviation of 1.55, school feeding program registered a mean of 3.48 and deviation of 1.55 which depicts that school feeding program improve on the pupils' enrolment. Working closely with the administration recorded a mean of 3.52 and the standard deviation was 1.49, improvement of teaching approaches recorded a mean of 2.67, recruitment of enough teachers recorded a mean of 3.00 and the standard deviation 1.52 which implies that recruitment of enough

teachers improve on the students' enrolment, Creation of conducive learning environment recorded a mean of 1.66, sensitization of parents on importance of education recorded a mean of 2.60 and the standard deviation was 1.54 and the sensitization of parents on rights of children registered a mean of 1.91 and the standard deviation of 1.43.

In order to encourage kids to attend class and finish their education, the professors and head teacher approached the school dropouts for their recommendations. They recommended improving counselling, refraining from being too strict with misbehaving guys, and lending a sympathetic ear to their issues. The dropouts also proposed that the government might lower dropout rates by implementing parental rules and regulations, giving disadvantaged people access to educational resources, and reducing drug consumption by raising public awareness. Teachers' responses to the same question mirrored those of dropout students, with the addition of co-curricular activities being introduced and improved in schools.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of research findings, conclusions and recommendations of the study. The chapter also discusses the implications of the study and also suggestion for further studies.

5.2 Summary of the Findings

5.2.1 School Based Factors Influencing Dropout Rates in in Primary Schools

The study assessed if schooling is too expensive to contribute to school dropout, the study recorded a mean of 2.78 with a maximum and minimum value of 5 and 1 respectively, the standard deviation was 1.32 which the findings implies that expensive schools can contribute to dropout since some of the parents will not afford to cater the school requirements, the study also assessed if poor teaching standards in the school contribute to dropout, the statement recorded a mean of 2.89 and the standard deviation was 0.57 which implies that poor teaching standards can contribute to school dropout. Failed grade and would have to repeat recorded a mean of 2.67 with a standard deviation of 0.82, this depicts that failed grades can also contribute to the student dropping out of the school. Withdrawn by parent/guardian (corporal punishment) registered a mean of 2.67 and the standard deviation was 0.95 and the difficulties with school work recorded a mean of 3.11 with a standard deviation of 1.20 which implies that difficulties with school work can result to school dropout among the students. These results support the findings by Roso and Marek (2016) who found out that School related factors makes it impossible for boys to maintain motivation and sufficiently high levels of concentration and results in poor cognitive

function. The results are also consistent with the findings of Staff and Kreager (2016) who found that acceptance into violent groups compromises educational achievements among disadvantaged boys. The finding that 45.2% of the boys who had dropped out of school were involved in drug and substance abuse supports the findings of Wamalwa (2011) who reported that 35.2% of teachers surveyed had knowledge of boys being engaged in drug abuse in Dagoretti district.

The study assessed the students perception on how school related factors contribute to the school dropout, need for pupils to work at home recorded a mean of 3.22 with standard deviation of 1.05 which implies that the need for pupils to work at home contributes to the dropout, death in the family recorded a mean of 1.46 with a standard deviation of 0.82 which implies that the death in the family have a minimal contributions to the school dropout. Distance from home to school recorded a mean of 2.51 which implies a minimal contributor to school dropout, early marriages recorded a mean of 3.91 with a standard deviation of 1.47 which implies that early marriages contributes to the school dropout. Pregnancies recorded a mean of 3.83 which depicts that it contributes to school dropout, lack of money to pay and eexpelled from school recorded a mean of 3.43 and 4.11 respectively which depicts that it contributes to the school dropout, instability at home recorded a mean of 3.94 with a standard deviation of 1.51, lack of money for uniforms registered a mean of 3.41 and the deviation was 1.62 which implies that lack of money for uniforms contributes to the school dropout and poor parental care recorded a mean of 3.37 which implies that poor parental care can contribute to the school dropout among the students. The study findings concurs with those of Lincove (2009) who found that in Nigeria, where formal fees are no longer levied, books and uniforms cost 2.5 times more than official fees did before their elimination. These non-tuition user fees are reported to have significant negative

effects on enrolment. In Malawi and Uganda, a decade after tuition fees were abolished, half the households with children who have dropped out still cite lack of money as the main problem leading to school dropout.

5.2.2 Socio-Economic Factors Influencing Dropout Rates in Primary Schools

The study sought to determine the teachers perception on how socio-economic factors contributes to the dropout among the students, the need for pupils to work at home recorded a mean of 2.78 and the standard deviation of 1.03 which implies that need for pupils to work at home contributes to the school dropout, Death in the family registered a mean of 2.00 with a standard deviation of 0.82 which implies that death in the family have a least contribution to the school dropout, distance from home to school registered a mean of 3.33, early marriages recorded a mean of 3.56 which implies that it contributes to school dropout largely, too old to continue with schooling recorded a mean of 3.78 with a standard deviation of 1.23. Illness recorded a mean of 4.33 with a standard deviation of 0.94 which implies that illness largely contributes to the school dropout among the students, death of parents registered a mean of 3.56 and poor parental care recorded a mean of 3.44 and the standard deviation of 1.43 which depicts that poor parental care have a direct influence on the school dropout among the students. The study findings agrees with those of Chugh (2011) who found that risk factor being to add up even before students enroll in school that is poverty, low educational level of parents the weak family structure, pattern of schooling of sibling and preschool experiences, family background and domestic problems create an environment which negatively affects the value of education and responsible for children dropping out. Children's from unhealthy family environment are very prone to school dropout, alcoholism of parents and family schism are some of the negative factors that affect learners.

The study also assessed the students' perception on the socio-economic factors that led to dropout, Schooling is too expensive recorded a mean of 2.37 with a standard deviation of 1.39 which depicts the least correlation between school being expensive and dropout. It recorded a mean of 4.29 with deviation of 1.28, Poor teaching standards at school recorded a mean of 2.26 with the standard deviation of 1.47, failed grade and would have to repeat recorded a mean of 3.20 and the standard deviation 1.59 with depicts that failed grade and would have to repeat leads to school dropout. Withdrawn by parent/guardian (corporal punishment) recorded a mean of 3.48 and the standard deviation of 1.55 and difficulties with school work recorded a mean of 2.69 and the standard deviation of 1.44 which implies that difficulties with school work can result to the school dropout. These findings contradict those of Manda (2003) and Batageka (2005) who found that lack of interest was a major factor. It also contradicts the findings of Liu (2004) who found that bullying and corporal punishment leads to pupil dissatisfaction with schooling and eventual dropout.

5.2.3 Learner Based Factors Influencing Dropout Rates in Primary Schools

The study sought to determine the teachers 'perceptions on school related factors that can affect leads to school dropout, peer pressure registered a mean of 2.78 and the standard deviation of 1.04 which implies that peer pressure can lead to school dropout among the students, use of drugs recorded a mean of 3.22 with the standard deviation of 0.92, lack of motivation registered a mean of 3.33 which implies when a student lack motivation then he or she can drop out of school. Absenteeism recorded a mean of 4.22 with the standard deviation of 1.04 which means most students which are absent in school later will dropout, poor performance also recorded a mean of 3.89 which implies poor performance among the students can lead to school dropout and harsh teachers recorded a mean of 3.89 which depicts students can drop out of the

school because the teachers are harsh. The findings differed with the works of Knesting (2008) who found learner - teacher communication to be an important factor affecting drop outs. The findings also do not conform to the works of Dobson (2001) and Francis (2000) who emphasize discrimination as an important factor contributing to boy dropouts.

The study also assessed the students' perception on school related factors that contributes to school dropout. Peer pressure recorded a mean of 3.53 and the standard deviation was 1.43 which implies that peer pressure can results to school dropout, use of drugs recorded a mean of 3.53 and the deviation of 1.49 which implies that use of drugs results to school dropout, claim that the school is so strict recorded a mean of 2.68 and the standard deviation of 1.44 which depicts that strictness in school leads to some students dropping out. Absenteeism recorded a mean of 2.99 which implies that it can influence on the school dropout, poor performance recorded a mean of 3.26 while harsh teachers recorded a mean of 1.61. This implies that poor performance can lead to school drop-out while harsh teachers do not contributes to the school dropout among the students. The study findings are in disagrees with the findings of (Gatimu, 2015) who found that cruelty and unreasonable harshness of the teachers makes pupils drop out of school. Likewise, the study showed that very high teacher expectations from the pupils is enough to make slow pupils drop out of school.

5.2.4 Measures put in place to reduce dropout rates in Primary Schools

The study assessed the teachers' perception on measures to improve enrolment of pupils, Flexible schooling hours and systems recorded a mean of 3.78 and 1.41, Automatic promotion registered a mean of 4.00 and 0.82 and this implies it improve enrolment of pupils, School feeding program recorded a mean of 2.33 with the

standard deviation of 0.67, fee free and levy free schooling recorded a mean of 3.22 and it implies that fee free and levy free schooling improve the students enrolment, monitoring accountability and incentives registered a mean of 2.78 and the mean of 1.03, working closely with the administration registered a mean of 2.78 and the mean of 1.32, Improvement of teaching approaches improve the student enrolment as shown by a mean of 3.11. Recruitment of enough teachers recorded a mean of 2.67 and the standard deviation of 1.50, creation of conducive learning environment registered a mean of 2.67 and the standard deviation of 1.77, eradication of child labour recorded a mean of 3.22 and the standard deviation of 1.14, sensitization of parents on importance of education recorded a mean of 3.11 and the standard deviation of 3.11 and the standard deviation of 1.45 and sensitization of parents on rights of children recorded a mean of 3.22 and the standard deviation of 1.32 which depicts that sensitization of parents on rights of children improve the students' enrolment. The study finding conquers with those of Maton and Moore, (2016) who found that parent and community sensitization program increases School enrolment, retention and increases learners out-come. This programs help some of the world's poorest community to improve their lives through education. It builds on the success of the Inclusive education program that increases school enrolment, retention, transition, for nomadic children, including children with learning disabilities.

The study also assessed the students' perception on measures to improve enrolment of the students, Flexible schooling hours and systems recorded a mean of 2.05 and the standard deviation was 1.52 which implies that flexible schooling hours and systems does not necessarily translates to students enrolment. Automatic promotion recorded a mean of 2.59 and the standard deviation of 1.55, school feeding program registered a mean of 3.48 and deviation of 1.55 which depicts that school feeding program

improve on the pupils' enrolment. Working closely with the administration recorded a mean of 3.52 and the standard deviation was 1.49, improvement of teaching approaches recorded a mean of 2.67, recruitment of enough teachers recorded a mean of 3.00 and the standard deviation 1.52 which implies that recruitment of enough teachers improve on the students' enrolment, Creation of conducive learning environment recorded a mean of 1.66, sensitization of parents on importance of education recorded a mean of 2.60 and the standard deviation was 1.54 and the sensitization of parents on rights of children registered a mean of 1.91 and the standard deviation of 1.43

5.3 Conclusion

The factors influencing dropout were; poor parental care, poverty, child labor, illness of parents, pregnancy, peer influence and indiscipline while the factors that influenced repetition were; poor academic performance, absenteeism, indiscipline, child labor, peer influence, poverty and poor parental care. Both dropout and repetition were influenced by poverty, peer influence, indiscipline child labor and poor parental care.

It can be concluded that schools with limited learning facilities discourage students from attending such schools. This makes passing and acquiring knowledge difficult and also passes some cost to the parents who are not always in a position to provide some of the required resources due to poverty.

At the same time, it can be concluded that use of discriminative school policies leads to drop out of the discriminated students. Schools policies on students‟ performance influence the student's school attendance in that harsh school policies affect students' turnover directly. The students may involuntarily withdraw from school due to suspensions, expulsions, or forced transfers.

5.4 Recommendations

Based on the study, the following recommendations can be made:

i) In ASAL areas, there should be affirmative action to ensure that those pupils in school have incentives to continue staying in school.

ii) The County and National governments should team up and allocate resources which can enhance the students' stay in school. These can be in terms of grants to schools for the sake of feeding the pupils or provision of uniforms to those unable to afford.

iii) Scholarships and bursaries be given to those pupils who come from low socio-economic backgrounds to be in boarding schools

iv) There should be mass sensitization to the community on the rights of children to be in school

v) There should be a multi-sect oral approach towards addressing the issue of dropouts which brings together NGO's, CBOs, opinion leaders, clan elders and religious leaders to ensure inclusivity and uniformity in the approach towards eradicating drop outs

5.5 Recommendations for Further Study

Since the study focused on factors influencing dropout rates in public primary schools in Mogotio sub-county, Baringo County, Kenya, The researcher suggested that a study should be carried out specifically, on factors leading high drop-out rates of girls in Mogotio and the entire Baringo County. The researcher also suggested that a study should be conducted on the factors leading to low transition rates among learners in Baringo County. At the same time, since the study addressed the issue of dropout rates from an administration perspective, there is need for other studies to address the

issue from other angles such as Psychology, Curriculum and Sociological perspectives.

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APPENDICES

Appendix I: Introductory Letter

Dear Respondent,

I am a student at Moi University pursuing a master's degree in educational planning. Currently I am undertaking an academic research for partial fulfilment of the said degree. The study aims at investigating factors affecting dropout rates in Mogotio Sub County. In order to achieve the objective of this stud, I kindly request you to fill the questionnaire attached as honestly as possible. I assure you that the responses shall be used only for the purpose of this study and shall be treated with utmost confidentiality.

Thank you.

Name …….

Appendix II: Questionnaire for Teachers

SECTION A

Background Information

No. of students currently enrolled……

Zone where the school is located…….

1. Gender

   Male ( )

   Female ( )

2. What is your age?

   21-25 ( )

   26 -30 ( )

   31- 35 ( )

   36-40 ( )

   41-45 ( )

   Above 45 ( )

3. For how long have you been teaching?

   Below 10 years ( )

   10- 20 years ( )

   Above 20 years ( )

4. How long have you been in your station?

   Below five year ( )

   5-10 years ( )

   Above 10 years ( )

SECTION B: School Related Factors

The following are some of the school relate factors that affect enrolment/ drop out of pupils in primary schools. Indicate with a tick ( ) the extent to which you agree with the statements in the grid below. Key; SA-Strongly Agree, A–Agree, U-Undecided D-Disagree SD- Strongly Disagree.

Factors	**SA**	**A**	**U**	**D**	**SD**
Schooling is too expensive					
Poor teaching standards at school					
Hostile school environment					
Failed grade and would have to repeat Withdrawn by parent/guardian (corporal punishment) Difficulties with school work					

Section C: Socio Economic Factors Affecting Enrolment

The following are some of the socio –economic factors that affect enrolment/ drop out of pupils in primary schools. Indicate with a tick ( ) the extent to which you agree with the statements in the grid below. Key; SA-Strongly Agree, A–Agree, U-Undecided D-Disagree SD- Strongly Disagree.

Factors	**SA**	**A**	**U**	**D**	**SD**
Need for pupils to work at home					
Death in the family Distance from home to school Early marriages					
pregnancies					
Lack of money to pay					
Expelled from school Too old to continue with schooling illness Instability at home					
Lack of money for uniforms					
Death of parents					
Poor parental care					

Section D: Learner Related Factors

The following are some of the learner related factors that affect enrolment/ drop out of pupils in primary schools. Indicate with a tick ( ) the extent to which you agree with the statements in the grid below. Key; SA-Strongly Agree, A–Agree, U-Undecided D-Disagree SD- Strongly Disagree.

Factors	**SA**	**A**	**U**	**D**	**SD**
Peer pressure					
Use of drugs Lack of motivation Claim that school is so strict Absenteeism					
Poor performance					
Harsh teachers					

Section E: Measures To Improve Enrolment of Pupils

Rate the following measures in order of importance to its contribution in improving enrolment in your school. Key: 1- Less Important, 2- Important, 3- Moderately Important, 4 Important, 5- very important

Measures	**1**	**2**	**3**	**4**	**5**
Flexible schooling hours and systems					
Automatic promotion					
Language of instruction					
Free text books School feeding program Fee free and levy free schooling					
Monitoring accountability and incentives					
Working closely with the administration Role modelling Improvement of teaching approaches Recruitment of enough teachers					
Strengthening guidance and counselling					
Creation of conducive learning environment Eradication of child labour Sensitization of parents on importance of education					
Sensitization of parents on rights of children.					

Section F: Contributors of School Drop Out

The following are some of the factors as contributors of drop out of pupils in primary schools. Indicate with a tick ( ) the extent to which you agree with the statements in the grid below. Key; SA-Strongly Agree, A–Agree, U-Undecided D-Disagree SD-Strongly Disagree.

Factors	**SA**	**A**	**U**	**D**	**SD**
Schooling is too expensive					
Poor teaching standards at school Hostile school environment Failed grade and would have to repeat Withdrawn by parent/guardian (corporal punishment)					
Difficulties with school work					
Need for pupils to work at home Death in the family Distance from home to school Early marriages					
Pregnancies					
Lack of money to pay fees Expelled from school Too old to continue with schooling Illness					

Appendix III: Questionnaire for Pupils

SECTION: A

Background Information

1. Indicate your class ……

2. Zone where the school is located.....

3. Gender

Male ( )

Female ( )

Section B: Socio Economic Factors Affecting Enrolment

The following are some of the socio –economic factors that affect enrolment/ drop out of pupils in primary schools. Indicate with a tick ( ) the extent to which you agree with the statements in the grid below. Key; SA-Strongly Agree, A–Agree, U-Undecided D-Disagree SD- Strongly Disagree

Factors	**SA**	**A**	**U**	**D**	**SD**
Need for pupils to work at home Death in the family Distance from home to school					
Early marriages					
pregnancies					
Lack of money to pay					
Expelled from school Too old to continue with schooling illness					
Instability at home					
Lack of money for uniforms Death of parents Poor parental care					

Section B: School Related Factors

The following are some of the school relate factors that affect enrolment/ drop out of pupils in primary schools. Indicate with a tick ( ) the extent to which you agree with the statements in the grid below. Key; SA-Strongly Agree, A–Agree, U-Undecided D-Disagree SD- Strongly Disagree

Factors	**SA**	**A**	**U**	**D**	**SD**
Schooling is too expensive					
Poor teaching standards at school Hostile school environment Failed grade and would have to repeat Withdrawn by parent/guardian (corporal punishment)					
Difficulties with school work					

Section D: Learner Related Factors

The following are some of the learner related factors that affect enrolment/ drop out of pupils in primary schools. Indicate with a tick ( ) the extent to which you agree with the statements in the grid below. Key; SA-Strongly Agree, A–Agree, U-Undecided D-Disagree SD- Strongly Disagree

Factors	**SA**	**A**	**U**	**D**	**SD**
Peer pressure					
Use of drugs					
Lack of motivation					
Claim that school is so strict Absenteeism Poor performance					
Harsh teachers					

Section E: Measures To Improve Enrolment of Pupils

Rate the following measures in order of importance to its contribution in improving enrolment in your school. Key: 1- Less Important, 2- Important, 3- Moderately Important, 4 Important, 5- very important

Measures	**1**	**2**	**3**	**4**	**5**
Flexible schooling hours and systems Automatic promotion Language of instruction					
Free text books School feeding program Fee free and levy free schooling					
Monitoring accountability and incentives					
Working closely with the administration					
Role modelling Improvement of teaching approaches Recruitment of enough teachers Strengthening guidance and counselling Creation of conducive learning environment					
Eradication of child labour					
Sensitization of parents on importance of education					
Sensitization of parents on rights of children.					

Section F: Contributors of School Drop out

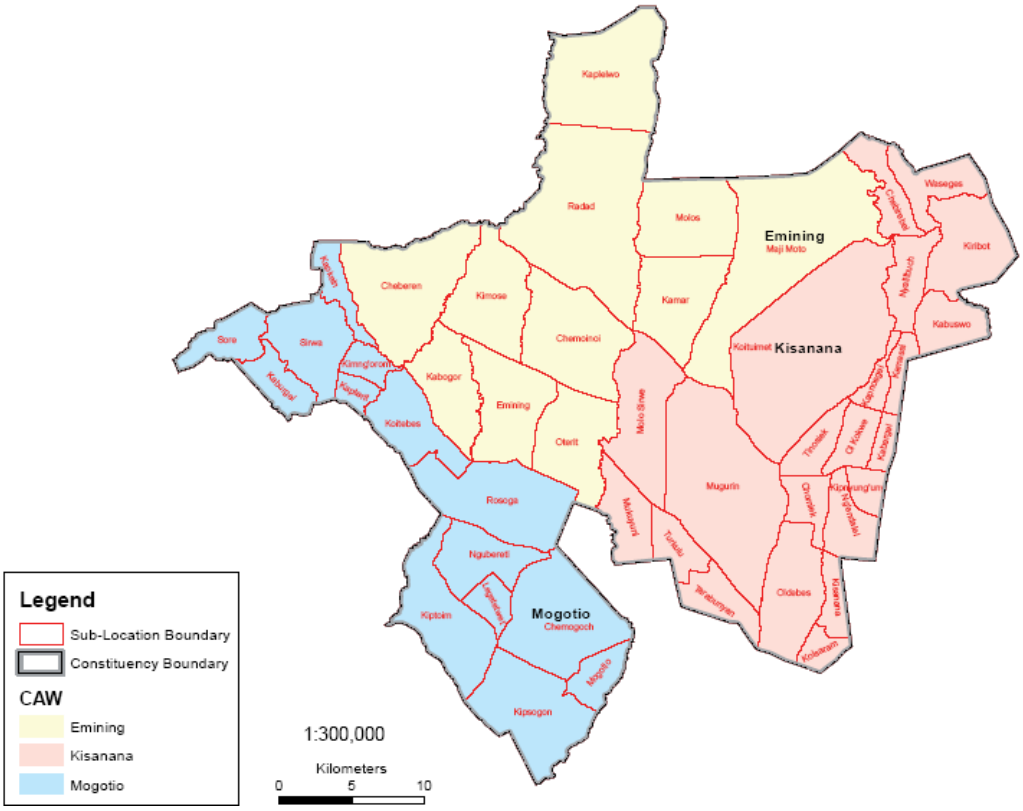
The following are some of the factors as contributors of drop out of pupils in primary schools. Indicate with a tick ( ) the extent to which you agree with the statements in the grid below. Key; SA-Strongly Agree, A–Agree, U-Undecided D-Disagree SD-Strongly Disagree

Factors	**SA**	**A**	**U**	**D**	**SD**
Schooling is too expensive					
Poor teaching standards at school Hostile school environment Failed grade and would have to repeat Withdrawn by parent/guardian (corporal punishment)					
Difficulties with school work					
Need for pupils to work at home Death in the family Distance from home to school Early marriages					
Pregnancies					
Lack of money to pay fees Expelled from school Too old to continue with schooling Illness					

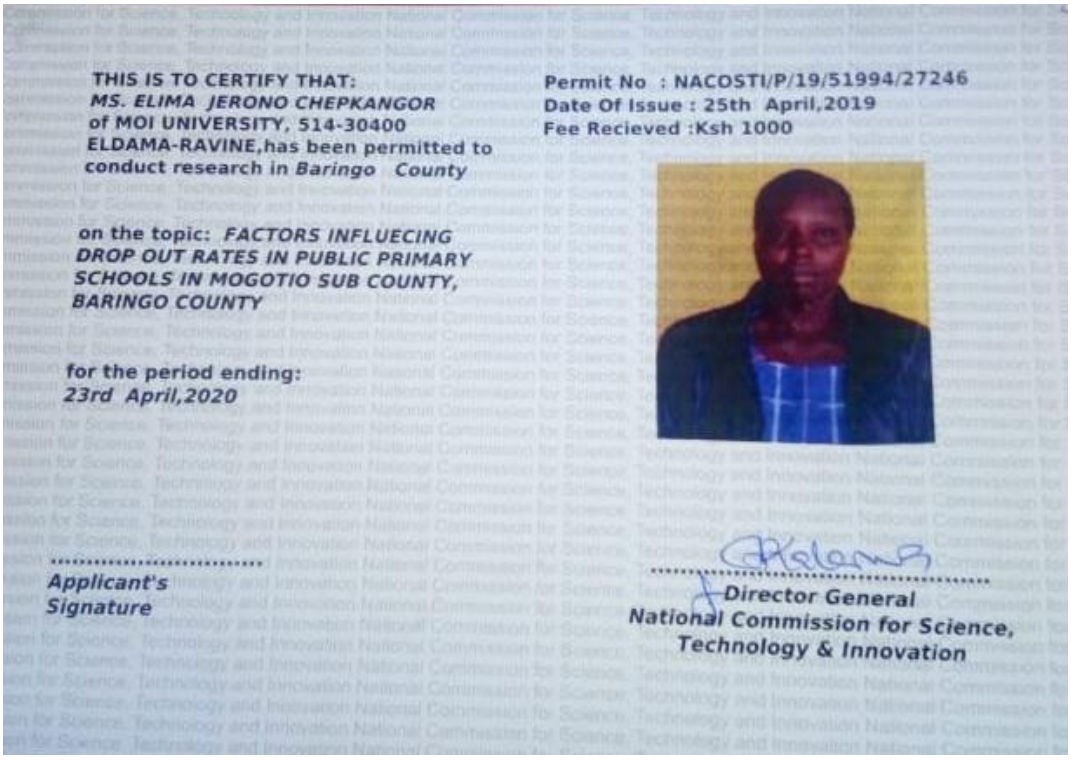
Appendix IV: Interview Guide for Head Teachers

1. In your own opinion, what could be the main factors that influences drop out among boys in your school?
2. In your own opinion, what could be the main factors that influences drop out among girls in your school.
3. In your view, what do you think can be done to reduce drop outs in school?
4. In your opinion, what is the part played by role models in enhancing retention of boys and girls in school?

Appendix V: Map of Mogotio Sub-County



Appendix VI: Research Permit



THIS IS TO CERTIFY THAT:
MS. ELIMA JERONO CHEPKANGOR
of MOI UNIVERSITY, 514-30400
ELDAMA-RAVINE,has been permitted to
conduct research in *Baringo County*

on the topic: *FACTORS INFLUECING DROP OUT RATES IN PUBLIC PRIMARY SCHOOLS IN MOGOTIO SUB COUNTY, BARINGO COUNTY*

for the period ending:
23rd April,2020

.....
Applicant's Signature

Permit No : NACOSTI/P/19/51994/27246
Date Of Issue : 25th April,2019
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

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