TEACHERS' PERCEPTIONS ON THE FACTORS THAT INFLUENCE SCHOOL DROPOUT AMONG UPPER PRIMARY SCHOOL PUPILS IN TRANS-NZOIA EAST, TRANS- NZOIA COUNTY, KENYA

BY:

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DECLARATION

Declaration by the candidate

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DEDICATION

This work is dedicated to my wife Millicent Jepkosgei. Children; Mitchel Jelagat, Alice Nasimiyu, Hilkia Musavini and Vitalis Musavini. My mother Alice Nasimiyu and late Father Musavini Kwarula, Brothers; Wanyonyi, Musa, Philip, Geoffrey, and Sisters; Getrude, Josphine, whose selfless support and words of encouragement had a great inspiration to me, despite frequent hurdles of life. More specifically, my wife Millicent Jepkosgei who had to put up with my absence and paid my fees without hesitation. To all, you raised my quest for more knowledge and determination.

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ABSTRACT

Pupils' dropout works against the constitutional rights of a child and in the long run it can negatively affect a country's socio-economic development. The study sought to investigate teachers' perceptions on the factors that influence school dropout among upper primary school pupils in Trans-Nzioa East, Trans-Nzioa County, Kenya. The objectives of the study were, to establish ways in which teachers perceive cultural practices as influencing school dropouts, to find out teachers' perceptions on how insecurity influences school dropouts, to determine teachers' perceptions on how pupils' family background influences school dropouts and to find out teachers' perceptions on ways in which peer pressure influences school dropouts. An ex-post facto study design was adopted for this study. The study was based on Vrooms' Expectancy theory of motivation as cited by Wayne and Miskel (2008). The target population was 250 respondents. The study used a sample population of 100 respondents, which included head teachers and class teachers. The research adopted a combination of simple random, purposive and stratified random sampling techniques. Questionnaires and interview schedules were used to collect data. Data was analyzed by frequency, tables and percentages tables of descriptive statistics. Data was analyzed using the statistical package for the social sciences program (SPSS). The findings of this study revealed that negative cultural practices such as the influence of mother tongue, male initiation rite and perception of teenage pregnancy contributed to school dropout. Pupils subjected to corporal punishment, parental negligence and negative peer pressure were major factors influencing dropout rate among upper primary pupils according to the teachers. The study is useful in that it recommends that schools can gradually introduce communication in English. Punishment to victims should be mild. Stakeholders in child welfare should educate and encourage parents on the need to take active role in children's education whether formal or non-formal. Teachers can take active role in tracing the whereabouts of victims of pregnancy with an aim of encouraging them to continue with education. Stakeholders can educate the public, teachers and pupils inclusive on human rights. Besides, teachers can devise ways of discouraging bullying such as guiding and counseling. More primary schools and village polytechnics can be opened up to cater for long distances and dropouts respectively. Besides, schools can engage in agro-business in order to raise enough food. More importantly pupils should be encouraged to seek guiding and counseling from teachers whenever in a dilemma. However, the study recommends that a similar research be carried out on lower primary classes to asses the magnitude of dropout rate among pupils.

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LIST OF ABBREVIATIONS

ECDE: Early Child Development Education

CDF: Constituency Development Fund.

EFA: Education For All

FPE :   Free Primary Education

GoK: Government of Kenya

IPAR: Institute for Policy Analysis and Research

KCPE: Kenya Certificate of Primary Examination

KHDS: Kenya Demographic and Health Survey

KKV :   Kazi Kwa Vijana

KNEC   Kenya National Examination Council

KNUT: Kenya National Union of Teachers

M I: Medium of Instruction

MDGs: Millennium Development Goals

MoE :   Ministry of Education

NCEOP: National Committee on Educational And Objectives Policy

PTA: Parents Teachers Association

RoK: Republic of Kenya

SIDA: Swedish International Development Agency

UNESCO: United Nations Education Scientific and Cultural Organisation

UNICEF: United Nation Children Fund

UPE: Universal Primary Education

WCEFA: World Conference on Education for All

WPF: World Food Programme

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter gives an introduction of the study. Specifically it discusses the background of the problem, the statement of the problem, purpose of the study, objectives of the study, research questions, assumption of the study, scope and limitations of the study, justification of the study, significance of the study, theoretical framework and operational terms in the study are defined.

The Kenyan government over the years has practiced the fight against school dropouts since independence. To demonstrate its conviction to this mission, the recommendation of the 1990 Jomtiem world conference on education for all and the Dakar framework for action which endorsed the goals of Millennium summit of 2000 as cited by Sifuna (2005) were ratified. Finally, the people adopted the new constitution that had a clause on free and compulsory basic education (Gok, 2010.article 53). Moreover, the constitution strengthened the children act of 2001 (GoK, 2001).

1.1 Background of the study

The post independent Kenya witnessed a rising thirst for education by Kenyans. It was this turn of events that propelled the independence government of President Kenyatta to appoint Educational Commissions whose mandate were to find the most suitable system of education for the changing circumstances. The most notable ones were the Ominde Commission (1964), the Bessey Report (1971) and the Gachathi Report (1976) and other successive reports during the time of President Moi (Shiundu and Omulando, 1992, Otunga, 2010). These educational commissions and reports for instance highlighted the need for education system that would enhance manpower development and national unity among Kenyans. The National Committee on Educational Objectives and Policies (NCEOP) also known as Gachathi Report (1976) focused its recommendations on solving the problem of unemployment believed to have been caused by the existing system of education. The Gachathi report (1976, p.33-34) asserts that,

> *One of the major problems confronting the country is that of unemployment.*
> *The problem is aggravated by the annual outputs of school leavers whose*

number continue to swell following the enormous expansion of the education system in the first years of independent.

The Gachathi report (1976) identified unemployment rate as stemming from school graduates, a view that was supported by the Mackay Report, (GoK, 1981). The Gachathi Report (1976) proposed for the introduction of free primary education from standard one up to standard eight. This would have solved the problem of high rate of school dropouts that was contributing to unemployment in the country. The reports however, sketchily highlighted the problem of school dropouts but did not emphasize it. Although the fight against school dropout rates did not end there, the government of President Kibaki in January 2003 made primary school education free and compulsory. The new constitution (GoK, 2010) adopted a clause on free and compulsory primary education to give it a legal backing. This was done as a way of putting emphasis on the rights of a child (Otunga, 2010, GoK, 2010). The presidential action was also inline with the aims of Millennium Development Goals of Education for All (Universal Education) by 2015 and long-term national objectives of Vision 2030 of having high quality life for all its citizens (UNESCO, 2000, GoK, 2007).

The World Bank report (2009) argues that the inability of households to shoulder high costs of education was because of deepening poverty in Kenya. The report continued to say that 56% of Kenyans live on or below the poverty line and 30.7% of children out of school cite hidden costs or levies as the main reason for non-attendance.

Despite the subsidies from donor agencies to alleviate the disparities in accessing primary education, it was revealed at the Dakar conference, Senegal (UNESCO, 2000) that use of funds allocated to education for Education For All (EFA) in most countries fell in the hands of rich minority and not the poor rural communities. Ndemo (2010, p16) reveals that, '…the British government blew the whistle on massive fraud in the free primary education programme'. Fraud and poor disbursement of funds meant for education and empowering the poor rural communities economically had negatively affected the provision of quality education. Schools are forced to complain regularly about frequent delays by government to release funds meant for Free Primary Education (FPE) in time.

In the event the government fail to disburse educational funds meant for free primary education on time, the hardest hit are public schools. Njenga (2012) on the Nation Television (NTV) reported a notice of strike given by the Kenya National Union of Teachers (KNUT) to the government for withholding funds meant for free primary education. By the end of May 2012, the government had not released money to schools. Such action by the government makes it impossible for schools to manage efficiently their financial obligation. In effect, most public schools find it difficult to provide essential teaching and learning facilities. It is from this background that head teachers take advantage of delay in delivery of FPE money to introduce private levies. Skovdal (2012) established that inadequate and late disbursement of government funds was used by many primary schools as a scapegoat to introduce and hike school levies. Further, he argues that district officers and school managers ignored the government directives on providing free and compulsory education. Parents, on the other hand, were often enticed or forced to accept new levies. Parents do so against their wish with a hope that their children would be treated well by school management and teachers.

The problem of pupils' dropout is an international one. Most public primary schools in Malawi were found to be in appalling condition as per the studies of World Bank (2004). Besides, Musisi, N., Kasente, D. and Balihuta, A. (2003), reveal that the causes of dropout in Uganda's primary schools, it was found out that most schools had no chairs, forcing pupils to sit on dusty floors. Classrooms had no doors and windows, rugged field for sports, few latrines for both boys and girls and with no doors, no library books and muddy walled classrooms with old iron sheets that leak whenever it rained. Moreover, learning process was made difficult as evidenced with constant overcrowding in classrooms, insufficient teaching and learning materials and under qualified teachers (Momanyi, 2009). Pupils who come from households where the environment is well kept and neat are at risk of loosing hope whenever they are exposed to such unhygienic learning conditions.

The pastoral communities were not comfortable with the school curriculum because it was not relevant to their lifestyles and needs as established by Ali, (2000). To Ali, employable opportunities in other fields, for instance pharmacy, were irrelevant to the pastoralists. The problem was that this type of curriculum did not offer the pastoralists

an opportunity to migrate or lead a nomadic lifestyle. Further, he argues that schooling to pastoralists did not add any value to them, since large herds of animals owned were enough to sustain them in their lifetime. Another cultural practice that enhances school dropout rate is initiation rite. Some families in Kenya that practice initiation rite for both girls and boys tend to be affected by high rates of school dropout (Ali, 2000, Mutai, 2010). The initiates are socialised to believe that they are more mature, ready for marriage life and to certain extend independent individuals. In Marakwet, the area District education officer Gabriel Chebiegon observed that parents marry off their daughters after undergoing circumcision (Bartoo, 2011). It is more likely that cultural practices could be influencing pupils' dropout rate in public primary schools in Trans Nzioa East, Trans-Nzoia County.

In Malawi, an individual is socialized to believe that circumcision is a gateway to marriage. After circumcision rite, one was asked to have sex as a proof that he was a grown-up. Besides, they were taught on how to have sex (Muthali and Zulu, 2008). While in Lesotho, boys were hired out at a young age as herds' boy. In both countries wealth was defined in terms of the numbers of cattle, one had (Keller and Jha, 2006). Education here was not given more priority.

Studies done by (Ali, 2000; Nairesiae, 2006; Nderitu, 1987; Yungungu, 2005) reveal that women and girls were perceived to be an inferior sex in the society. Many families withdrew and kept girls at home because they believed that girls did not need education. Culturally, a girl was to be cared for by a man in her life. It is from this point, that they identify some communities, the Kikuyu of Kirinyaga, and the Nandi and the Maasai of Rift Valley as some of the committees in Kenya that neglected girls' education and instead married them at an early age in order to get dowry. Further, they kept girls at home to work and take care of their siblings whenever parents were away as compared to their boys or brothers. Despite the fact that Trans-Nzioa East is one of the wealthiest regions in the country because of agricultural resources, the worrying trend of primary pupils dropping out of school need to be established.

Conflicts both local and international instil fear among people and to a large extend children. Take for instance; Kenya underwent tribal conflicts immediately after the

2002 and 2007 general elections. Thang'wa (2008) reported how families who were displaced had camped in Eldoret show ground because of fear of being killed or hurt. Insecurity is a major factor that hinders people to function well in their daily activities. The tribal tension and conflicts are major hindrances to provision of Universal Primary Education (UPE).Therefore; any form of insecurity negatively affects the learning process. Pupils' dropout rate can be directly linked to the state of their security both at school and at home.

Children who drop out of school fear being hurt physically or psychologically. Mwandoto (2006), as quoted by Momanyi (2009), asserts that a teacher in Kilifi went to court seeking for the reintroduction of caning in schools, a case that was supported by the late Starehe School's director Griffin. Today caning is administered in most schools though illegal. Therefore, children who fear being hurt opt to discontinue learning. Security is paramount in pursuit of education especially at this tender age. Day and Goleuch (1997) identify some types of psychological and physical violence as beatings and rape. To them, violence makes children susceptible to dropping out of school. This could have been the main reason why the former Minister for Education the late Mr. Kilonzo praised schools that were child-friendly when releasing the 2012 KCPE results (Oduor, 2013).

Improving access and retention level in schools is a critical aspect to elevating socio-economic and political status of people. Studies have shown that education is one of the most important tools that shape the future of children. Education has a positive effect on people and increases informed participation in life activities (GoK, 1964; Eshiwani 1993; GoK, 2004).

Jamison and Lau (1982) postulates that agricultural productivity increased by an average of 8.7% when farmers were given four years of elementary education. Besides, data from Kenya Demographic and Health Survey (KDHS) as quoted by Onyando and Omondi (2008) indicates that there are direct correlation between women's level of education and their quality of life. Girls who stay in school longer are less likely to marry early, become pregnant and drop out of school (Zoe Oxaal, 1997). Children born to under-educated mothers or parents are more likely to have lower chances of survival while at the same time are less likely to seek care for

themselves and their children in case of illness. Yungungu (2005) affirms that educated women are in a better position to understand and claim their rights as well as participate in decision making at all levels in national development. Pupils who dropout are likely to miss this value of education in the long run.

The high rate of illiteracy worldwide and importance of education, forced the United Nation in 1948 to come up with a charter dealing with the right to basic education by every one. Further, this education was to be free and compulsory. To ensure that this objective was achieved, subsequent international conferences were organised and held to reaffirm their commitment to it. A notable education conference was held at Jomtien Thailand in 1990. The World Conference on Education for All (WCEFA) resolved that member countries should adopt policies and practices that would ensure universal access to and completion of primary education or whatever higher level considered as basic by 2000 (UNESCO, 2000, Mondoh et al,2004). The WCEFA in 1990 revealed that more than 100 million children and adults failed to complete basic education programmes in member countries.

The Jomtien conference marked the beginning of the idea that education was the most effective tool in combating the evils that bedevil mankind. With time lapsing so fast, the UN member states discovered that they could no longer meet year 2000 timeframe of Jomtien. Therefore, they decided to come up with a new Vision or plan 2015. According to them, every school age child by year 2015 should be in school and complete basic education. The reason for these turn of events was that the retention level of pupils in schools and enrolment rate was declining at an alarming rate contrary to the timeframe of Jomtien conference. A conference was held at Dakar Senegal in 2000 entitled Dakar Framework for Action, Vision for Education for All by 2015 (UNESCO, 2000) A notable commitment was adopted, that they were to do everything possible to reduce or eliminate costs, popularly referred to as `indirect' costs of schooling that had been employed by member countries. These indirect costs were on uniforms, books, excursions, motivational, private tuition, school meals, examinations and other several related fees levied on already poor parents. The conference had discovered that levies charged on students were the cause of high rate of school dropouts.

In Kenya, the government has and is trying very much to ensure that children access education and complete full primary cycle of education by:

i) Allocating more funds to Education Ministry by the treasury. For instance, in the financial year 2012/2013 a close to 233.1 billion shillings of the total 1,459.9 billion budgets was allocated to Education, representing 16% of the total budget (Institute of Economic Survey (IES), 2013).

ii) Free and compulsory basic education was made legal by the constitution (GoK, 2010, pg 38) 'Every child has the right to free and compulsory basic education'. The constitution also strengthened the Children Act of 2001 (GoK, 2001).

iii) Provision of short term loan to small enterprises like 'Kazi Kwa Vijana' (KKV), whose main objective was to enable rural poor youth, stabilizes financially (GoK, 2009). Other important donor programmes are like Constituency Bursary Fund (CBF), Uwezo funds (MoDP, 2014) which provide bursaries to needy children and loans to the youth and women respectively. This could cushion the problem of school dropout.

iv) Allowing Non governmental organizations (NGOs), private sector, and religious organizations to provide funds, and manage education such as World Bank, Swedish International Development Agency (SIDA), World Food Programme (WFP), and United Nation Children Fund (Softkenya,2013). These programmes aims at enabling households to stabilize financially and subsequently meet daily needs including education requirements of their children. The government in so doing could have indirectly solved school dropout rate.

Gok (2005) report on Millennium Development Goals status indicates that about 82% poor households live in rural while another 18% in urban slums. Therefore the government targets to halving poverty percentage between 1990 and 2015. The objective is to ensure that by 2015 children everywhere, boys and girls alike are able to access and complete full primary school education. Besides, this action would cushion the problem experienced in schools like overcrowding, inadequate facilities among others.

Despite these efforts by the international community and Kenya by extension, a large portion of children enrolled in standard one in public primary schools are not able to complete primary education cycle of eight years to date. Many students abandon school before completion of their primary education. The symptoms of pupils who are susceptible to dropout are; being older than expected for his or her class level two, families being forced to pay for extra tuition which focuses heavily on drilling and exam preparation and three, increased absenteeism. About 15% of students are absent on a given day, with much higher absenteeism in upper primary school classes (Uwezo 2012).

Teachers play an important role in ensuring that educational objectives are achieved. Teachers evaluate their students' feelings regarding a program in action as Ornstein and Hunkins (1998) puts it. The perception of teachers is fundamental in the analysis of pupils' dropout rate, since they spend more time with pupils than any other person in any given year. Teachers record and check pupils' progress on a regular basis. Basing on educational calendar in Kenya, a teacher spends with a pupil about eight months in a year (GoK, 2014, Otunga et.al (2011) argues that teachers are always expected to change the thinking of many pupils at once. The stakeholders and parents inclusive, holds teachers accountable to pupils' behaviour change. The accountability envisaged by Otunga (ibid) is behavioural patterns of students not withstanding their drop out of school. Shiundu and Omulando (1992) postulates that, teachers organise and manage pupils learning experiences and environment, make observations of behaviour either directly or indirectly and must understand the forces influencing student learning. It is important at this point to note that a teacher is the main link between the pupil, the parent, society and government. Therefore, a teacher can authoritatively give reason(s) to why a pupil would decide to drop out of school.

The trend of pupils who dropout in upper classes in primary schools in Trans-Nzoia East works against Development Goals (MDGs) of universal education for all by 2015, of which Kenya is a signatory. The (MDGs) aims at ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Two, Vision 2030 lays its foundation on education. Vision 2030's

target is to ensure Kenya has skilled work force, and people who can lead a high quality life and three, the constitution of Kenya (GoK, 2010) article 53 that articulates access to free and compulsory quality education for all children. School dropouts are more likely to engage in ant-social activities like crime besides negatively affecting economic development of the country if no stopgap measures are put in place (Eshiwani, 1993).

The researcher for instance, sampled a few schools in Trans-Nzoia East, and found out the following statistics of school wastage, dropout inclusive.

Table 1.1 School wastage-upper primary classes (boys and girls) in Trans-Nzoia East

Primary school	Class	Year	Class 1 enrolment	Total current enrolment of the class one pupils	Total population wastage. 2012
Chisare	8	2005	47	3	44
	7	2006	38	7	31
	6	2007	41	9	32
Chepkoiyo	8	2005	55	4	51
	7	2006	88	11	77
	6	2007	85	12	73
Marura	8	2005	60	9	51
	7	2006	58	6	52
	6	2007	55	6	49
Sibanga	8	2005	129	10	119
Timaa	8	2005	79	24	55
	7	2006	97	15	82
	6	2007	107	32	75
Yuya	8	2005	142	4	138
	7	2006	162	8	154
	6	2007	150	10	140

Source: The above Schools' Registers and Mark lists (2012).

The above statistics indicate how the problem of school dropout and wastage tend to increase in the final three classes (six, seven, and eight).Class eight is most hard hit. A further analysis of KCPE results of 2012 clearly demonstrates how schools register an average of 25 pupils per single school (Too and Cheserek, 2013), evidence that shows how few pupils progress successfully from class one to class eight. Table 1.1 demonstrates a clear discrepancy in the total population between the enrolment at class one and class eight of the same cohort. Yuya primary school for instance, enrolled 142 in class one in 2005 but only 4 pupils progressed successively to class

eight as at 2012, representing 2.8%. This means that 97.2% pupils were unaccounted for. However, the researcher was unable to obtain information on class six and seven of Sibanga primary school because the school was unable to trace the files. However, the final findings could be applied to this school.

This tragic cycle of events has not yet improved over the past few years, bearing in mind; the educational reforms that had been high on government agenda. During this time the government and the public have not been aware of the severity of the dropout problem among pupils in public primary schools. It is this trend of events that aroused the researchers' interest in finding out teachers' perceptions on the factors that influence school dropout among upper primary school pupils in public primary schools in Trans-Nzioa East, Trans-Nzoia County in Kenya.

1.2 Statement of the problem

The government is committed to the realization of universal access to basic education as prescribed in the United Nation's Millennium Development Goals by 2015 (UNESCO,2000). It also recognizes education as key to the development and protection of democratic institution and human rights. Education is a crucial factor in solving major problems in the world as well as those that face mankind (UNESCO, 2000). Therefore, in full realization of the importance of education, the government of Kenya established and funded Commissions, Committees and Task forces whose mandate was to find out a lasting and most effective solution to the country's educational problems (Sifuna, 2005, Eshiwani, 1993). The recent one 'Task Force on the Re- Alignment of the Education Sector to the Constitution of Kenya 2010 (GoK, 2012).

Access to primary school education is fundamental to government development strategy for various reasons one, universal primary education is central to the implementation of poverty reduction strategy. The acquisition of basic literacy skills and levels will expand Kenyans' access to employment opportunities and a sustainable livelihood, two, a human resource development is fundamental to sustainability of the country's economic growth. Kenya's labour force can only

participate in the competitive global economy if it has skills that come with education and three, is the most effective strategy for creating equity in education opportunities for survival and development (World Bank Report 2009).

The consequences of school dropouts remain tragic. Dropouts are much more likely to be unemployed, live in poverty, receiving public assistance, street beggars, in prison and on death row. On the contrary, their peers who complete school are likely to live a comfortable and successful life (Zoe Oxaal, 1997). Parents who dropped out of school are likely to have children who are likely to drop out of school also. Further, dropouts are confined to semi-skilled, unskilled and less remuneration in informal sector such as house help and selling in kiosks to name but a few, which consequently enhances dependency ratio in the long run (Muganda, 1997).

Primary school dropout is wastage of public funds. In Kenya for instance, the Education Ministry was allocated more money in 2012 / 2013 financial year totalling 233.1 billion shillings (IES, 2012). It will be also difficult to achieve UPE by 2015 as envisaged in Millennium Development Goals (GoK, 2005) and the government's strategy for development Vision 2030. The above objectives will remain a pipe dream if not the government might shift or will change goal posts by the time we reach year 2015 and even 2030.

Education is important to national development (Eshiwani, 1993) and therefore, the current study is useful for the government and other stakeholders in understanding factors that cause school dropouts and therefore find a more effective and lasting solution to it. Abagi and Odipo, (1997) ague that, students who drop out of primary schools often relapse into illiteracy. In this study's background, it was indicated that education is fundamental in solving most of the problems that face mankind. However, school dropouts do take back the country in its goal of improving literacy levels. What is puzzling today almost 50 years after independence is that, Kenya is still trying to achieve the independence objective of fighting illiteracy, hunger and poverty whose one of its causes is pupils' dropout.

Trans-Nzioa East is one of the Kenya's regions that should be having at least 90% school retention levels in public primary schools. However, the presence of many school going age children who are supposed to be in school not withstanding the government policy of free and compulsory education is puzzling or disturbing and need an urgent investigation. (See statistics on Table 1.1). Hence, there is an urgent need to find out teachers' perceptions on factors that influence school dropout among upper primary pupils in public primary schools in Trans-Nzoia East.

1.3 Purpose of the study

The purpose of the study was to investigate teachers' perceptions on the factors that influence school dropout among upper primary school pupils in Trans-Nzoia East, Trans-Nzoia County in Kenya.

1.3.1 Objectives of the study

The study was guided by the following objectives:

1. To establish teachers' perceptions on ways in which cultural practices influence school dropout among upper primary school pupils in Trans-East, Trans-Nzoia County.

2. To find out teachers' perceptions on how insecurity influences school dropout among upper primary school pupils in Trans-East, Trans-Nzoia County

3. To determine teachers' perceptions on how pupils' family background influences school dropout among upper primary school pupils in Trans-East, Trans-Nzoia County.

4. To find out teachers' perceptions on ways in which peer pressure influences school dropout among upper primary school pupils in Trans-East, Trans-Nzoia County.

1.4 Research questions

The research questions were;
   i)   What are the perceptions of teachers about possible cultural practices that influences school dropout among upper primary school pupils?

ii)   What are the perceptions of teachers about insecurity that influences school dropout among upper primary school pupils?

iii)   What are the perceptions of teachers about family background that influences school dropout among upper primary school pupils?

iv)   What are the perceptions of teachers about peer pressure that influences school dropout among upper primary school pupils?

1.5 Assumption of the study

The study shall make assumption that:

i.   The respondents will give true and reliable information about factor influencing pupils to drop out of school.

ii. The dropout rate could be on the increase despite education being fr and compulsory.

iii. Teachers are not familiar and aware of these factors.

iv. Teachers will present a fair assessment of their attitudes towards fact influencing pupils to drop out of school.

1.6 Scope and limitations of the study

The study was conducted in public primary schools in Trans-Nzoia East, Trans-Nzoia County. It covered 25 out of 82 public primary schools. Five public primary schools were sampled from each of the five educational zones. Head teachers and class teachers were included in the study to provide information. This was because they interact with pupils on a daily basis and are with pupils most of the time in a year as stated in the background to the problem of the study.

The study limited itself to Sub-County of Trans-Nzioa east, Trans-Nzoia County, formerly Trans-Nzoia east district. However, it was not possible to cover the whole County due to financial, timeframe and other logistical constraints such as terrain and inaccessibility. The study confined itself to standard six, seven, eight class teachers and Head teachers of public primary schools. These people are in a position to enumerate the exact factors influencing pupils to drop out of school. Though there were other factors influencing school dropout, the study focused only on cultural

practices, insecurity, pupils' family background and peer pressure as possibly the major ones.

1.7 Justification of the study

There has been inadequate study of a similar nature in Trans-Nzioa east of Trans-Nzoia County, despite the fact that the region is adversely affected by high school dropouts in public primary schools as mentioned in the background to the problem of this study. A similar study was done among the pastoral community in Marsabit whose environmental conditions are different, Ali (2000). However, in studying Trans-Nzoia East the researcher sought to find out what influences dropout among pupils in primary schools. This study will highlight the realities of school dropout rates among pupils in public primary schools.

There is a general concern in public about a good number of children not attending school because of dropping out. In June 2012, during one of the educational days at Kipkeikei secondary school the area Educational Officer, while addressing parents, teachers and students noted with concern about a good number of school going youth not in school and even not completing full primary course. Uwezo (2011) reported that 51.98% were taking extra-tuition, 57.97% children attendance on day of visit, 4/10 children were missing school daily in Trans-Nzoia East. Further, while addressing a workshop for County Education Quality Assurance and Standards Officers drawn from North Rift, Western and Nyanza Provinces at an Eldoret Hotel (Cheserek, 2012); the Director of Basic education disclosed that dropout rate was increasing at an alarming rate though the government had stepped up efforts to combat the vice.

In a study by (Migosi,J., Nanok,D., Ombuk,C. and Metet,J.2012) established that many pupils failed to complete primary school education in both Kakuma and lokichoggio divisions of Turkana county. This study further notes that most of the pupils were engaged as herds boys while girls had been married off. Besides, there are many children employed as domestic workers, idlers, drug abusers, 'boda bodas' (Motorcycle riders), engaged in petty business along busy bus terminus, when they are supposed to be in school learning as observed by the researcher in the area. In

Bangladesh it was noted that some children were found assisting parents with housework, working to earn a living and others idling around doing nothing (Ardt et al, 2005). The rate of crime had sharply gone up as evidenced by the public outcry. In June 2011, businesspersons demonstrated to the Office of the Deputy County Commissioner of Trans-Nzoia East at Maili Saba in demand for protection against criminals who were apparently breaking in business premises at gunpoint. Crime is possibly one of the products of school dropouts.

An assistant Minister Mr. Mwatela (Mathenge, 2010, p.12) admitted that 'government technocrats routinely doctor statistics about school dropouts to divert accountability questions; the aim is to protect the government'. The views pointed by the assistant minister are likely to be applied to Trans-Nzoia East. The Head teachers might have hidden the statistics on dropout rates since the researcher was unable to access these important documents. Therefore, this research aimed at unravelling the truth about the perceptions of teachers on factors influencing school dropout among upper primary pupils in Trans-Nzoia East, Trans-Nzoia County.

1.8 Significance of the study

The educational sector consumes a large portion of government resources; dropout rate among pupils in public primary schools is a factor that wastes these resources. Basing on the recently released KCPE results of 2012 most of the schools that appeared to perform significantly well registered an average of 25 pupils (Oduor, 2013).Therefore; one wonders if these schools enrolled an average of only 25 pupils in class 1 in year 2005. It is therefore important to investigate the root cause of this phenomenon. The National Committee on Educational Objectives Policy (NCEOP) for instance acknowledges imbalance in educational opportunities between regions in the country (GoK, 1976). The NCEOP emphasized the need to promote equity through education. This indicates that in the long run the region might lag behind in having highly learned people. Dropout rates at primary level affects transitional rates to secondary and university levels of education. Besides, the full introduction of free primary education across the country in 2003 by the government aimed at promoting equity in acquisition of education among all Kenyans. Despite these efforts, regional

and social imbalance continues to be a problem with continuation of pupils who drop out in primary schools.

The findings will be a useful source of data and reference material to planners and scholars who may be interested in learning more about pupils' dropout in the area. Besides, parents and the community will be able to know the magnitude of this problem. The study will also provide useful data for curricular planners who design primary school curriculum that is relevant to the changing times and circumstances. Further, the general public, parents and teachers will be able to understand why it is necessary to respond to the needs of children promptly and on time as a measure against possible school dropouts.

1.9 Theoretical Framework

The study was guided by Vroom's Expectancy theory of Motivation as expounded by Wayne and Miskel (2008). The theory proposes that a person will decide to behave or act in a certain way because he or she is motivated to select a specific behaviour over the other behaviours due to what he or she expects the results of that selected behaviour will be. In essence, the behaviour is determined by the desirability of the outcome. To Vroom, Expectancy theory builds on three assumptions, Expectancy, Instrumentality and Valence.

Expectancy refers to the strength of a person's belief whether or not a particular job performance is attainable. An individual will be motivated to do a particular task if he or she believes it can be done. However, to the contrary if a pupil believes that he or she will not succeed in school then he or she has a low expectancy level therefore, will definitely opt to drop out. Instead, the pupil will invest his or her efforts in other fields that are within attainable range. For instance, a pupil might decide to engage in activities like fishing that would ensure that he or she earns a living instead of spending eight years in school and finally fail to achieve better grades in KCPE. Likewise, some parents interpret schooling as taking a long period hence a waste of time in terms of generating wealth out of their children. Therefore, they will prefer to withdraw their children from school to engage them in money generating activities.

Instrumentality is the perception that a given performance level is related to a given outcome. A person's belief that a given output will facilitate a given reward (outcome).A person will only perform a certain task if he believes that the performance will lead to a given expressed outcome. Therefore, a pupil who perceives the degree of relationship between performance and outcome in school is low will opt to drop out. For instance, a pupil who is aware that his academic performance will not enable him join secondary education gives him an impetus to drop out and find other avenues of earning a living.

Valence is the degree to which a person value outcome or reward. In other words, does the reward or outcome satisfy the individual? A pupil will opt to drop out of school because the action offers him or her greater emotional satisfaction. Some of the schools' environment is challenging, since in certain situations pupils are subjected to both physical and emotional punishment. Hence, a pupil will prefer to find a more secure environment rather than stay in abusive conditions he or she is exposed to at school.

A pupil will consider alternatives, weigh costs and benefits and select courses of action of maximum utility. Motivation will not be strong if any of the three elements are near to zero. Therefore, if a pupil believes that there is little or no possibility of improving or doing well in school however much he or she tries hard, then his or her motivational level is low.

1.10 The conceptual framework

Figure: 1.1 shows the conceptual framework that the study adopted

Independent variables   **Dependent variable**

```
┌──────────────────┐
│ Cultural practices│────────┐
└──────────────────┘        │
┌──────────────────┐        │                      ┌──────────────┐
│ Insecurity       │────────┼──────────────────────│ School dropout│
└──────────────────┘        │                      └──────────────┘
┌────────────────────────┐  │
│ Pupils' family background│──┤
└────────────────────────┘  │
┌──────────────────┐        │
│ Peer pressure    │────────┘
└──────────────────┘
```
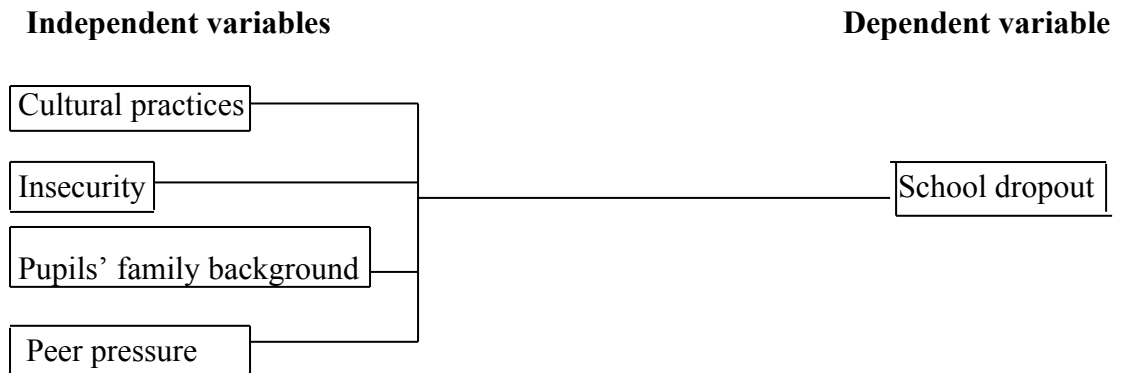
Figure 1.1 Conceptual Framework

Source: The researcher, (2013).

The figure 1.1 shows the relationship among independent and dependent variables that influences school dropout rate among pupils in public primary schools.

1.11 Operational Definition of Terms

Cultural practices: They are people's customs in relation to language, initiation and teenage pregnancy. This study examines the perceptions of teachers on how customs and beliefs make pupils to drop out of school.

Dropouts: In this study, these are the perceptions of teachers on what causes pupils to abandon school before completing and sitting for Kenya certificate of primary examination (KCPE).

Family background: This is the structure, history and composition of persons that on comes from (Oxford dictionary). This study, examines low level of education and financial abilities of parents or siblings or guardians as a factor that influences a pupil to drop out of school.

Peers: It refers to people of the same merit and quality. The study examines pupils who are of the same age and class and are currently in school and others who dropped out of school whose connections is still strong. These connections influence those still in school to dropout.

Perception: Is the ability to make some kind of sense of reality from the external sensory stimuli to which we are exposed. Therefore, in this study it means teachers views on factors influencing pupils to drop out in upper primary schools in Kenya.

Public primary schools: They are schools or learning institutions that offer education from classes one to eight. These schools are under the management of the government of Kenya.

Security: Freedom from danger or anxiety. This study identifies factors that physically and psychologically make pupils' stay and learning conditions unbearable while at school.

Upper primary pupils: In Kenyan situation they are pupils in classes six, seven and eight in primary schools. This study examines the factors that influenced pupils who were supposed to be in classes six, seven and eight to dropout of school.

1.12 Chapter summary

This chapter has discussed in details, the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, assumptions of the study, scope and limitations of the study, justification of the study, significance of the study, theoretical frame work and conceptual frame work and definition of the operational terms. The next chapter will discuss review of related literature.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter, the researcher presents a review of related literature on Teachers' perceptions on factors that influence pupils to drop out of public primary schools. The first part presents a historical perspective in general, while the last part examines in detail teachers' perceptions on the factors that influence pupils to drop out of public primary schools and finally a summary of this chapter.

2.1 School dropout, a historical perspective

Since independence in 1963, the government introduced various measures to regulate the provision of basic education. The evolution of education policy over the post-independence era had been driven by the reports of various commissions and taskforces of education, ranging from the Ominde Commission (1964), which set pace for education policy in Kenya, to the recently concluded Odhiambo Taskforce 2012 (GoK, 2012) which has engineered the ongoing education policy reforms.

By doing so, the post-independent Kenya government aimed at putting in place mechanisms and detailed measures of fighting illiteracy as well as finding a lasting solution to this problem. The Commissions that came close to targeting pupils' dropout issue was the Gachathi Report (1976) and the Mackay Report (1981) respectively. However, they (Gachathi and Mackay) only came up with proposals of ways of solving unemployment rate in the country. The Gachathi report recommended for free primary education from class one up to class eight. It also, revealed that poverty index was high in rural areas. Gachathi recommended for provision of education to all as a measure against poverty. Though Gachathi recommended education for all in order to fight illiteracy he fell short of targeting school dropouts who also enhance illiteracy levels. On the other hand, the Mackay report recommended for a school curricular that would allow the youth acquire practical skills that would be utilized for both wage employment and self-employment.

Though the Gachathi report recommended for introduction of free primary education, the programme proved to be unsustainable, following the withdrawal of donor

funding in the 1980s. The Kamunge report (GoK, 1988) recommended for reverse of this program of free education and it mainly focused on educational financing which led to the reintroduction of cost-sharing policy in education between the government, parents and local communities. The cost sharing policy once again led to high rate of pupils dropping out of public primary schools. However, public outcry and pressure from international community forced President Kibaki in 2003 to implement universal primary education as per the Jomtiem initiative of 1990.

The long-term National policy (Vision 2030) lays more emphasis on ways of making Kenya a newly industrializing and middle-income country. This would enable Kenya to provide high quality life for all its citizens by the year 2030 (GoK, 2007). The Children Act (GoK, 2001) supported by the Constitution of Kenya (GoK, 2010) article 53 articulates access to quality and compulsory basic education for all children as a basic human right. These, were some of factors that led to reintroduction of free and compulsory primary education. It was presumed that these measures would assist in solving school dropout rates however the problem still persist up to today.

The Gachathi report (GoK, 1976) identified unemployment as key to curriculum changes. However, absent in their recommendations was the issue of non-completion of primary education or school dropout, though it could have been a variable in offering solution to the unemployment rate. More importantly, the Commissions did not tackle the issue of school dropout head on. The Mackay report (GoK, 1981) can be singled out as one of the contributing factor of primary school dropout. One of the objectives or pillars of the 8-4-4 policy were the assumption that it will equip pupils with employable skills thereby enabling school dropouts at all levels to be either self-employed or secure employment in the informal sector (GoK, 1981; Shiundu and Omulando, 1992; Makori, 2005; Otunga, 2010). The system emphasized on independence of a pupil at every terminal point. The terminal point was not fixed at a particular class hence, any class would be interpreted as terminal point not withstanding end of primary school examination (KCPE).The knowledge that one would be able to successfully live a life, after having partly undergone schooling in itself encouraged pupils to drop out of school. Makori (2005) notes that the Mackay

report can be prescribed as the most devastating experience in the history of the country's educational policy.

Provision of education to all Kenyans is fundamental to the success of the government's overall development strategy. Sessional Paper No 1 of 2005 on policy framework for education, training and research spelled out the education policy towards the realisation of economic development. The policy also spelled out the government's commitment to realisation of universal access to basic education.

During the release of Kenya Certificate of Primary Education (KCPE) results of year 2011, the Minister for education Professor Ongeri noted with concern that approximately 200,000 pupils had failed to sit for that year's examination (Mwaviro, 2011). The statistics indicated that a certain fraction of pupils might have dropped out of school, not withstanding those who repeated the class or died. It can be argued that to mitigate the problem of school dropout, president (Uhuru) has planned to introduce free Laptops to all class one pupils in the republic. The argument is that the project will be an effective tool for learning, enhance access and equity, and finally empower Kenyans to be Information Communication and Technology (ICT) literate and competitive globally (Soft Kenya,2013).

A good number of youth in Trans-Nzioa East learn in public primary schools. Therefore, the presence of school going age children loitering, idling around, engaged in small or petty business and the increase in crime rate which is closely associated with school dropouts as indicated in justification of this Thesis, is evidence enough to point a finger at non-completion of primary school education today. A report by Uwezo (2011) for the year 2010 indicated that 4/10 children were missing in each primary school daily in Trans-Nzoia East. The Uwezo report indicates clearly that absenteeism is on the rise. Absenteeism is one of the symptoms of school dropout among pupils.

2.2 Cultural practices and their influence on school dropout

These are peoples' customs, belief systems and behavioural patterns over the years. If for instance a child has an origin from a family that value cattle keeping then that child will probably value cattle at the expense of say education. What follows is a

discussion of different cultural practices in Kenya and their influence on school dropout.

2.2.1 Language problem

Schooling that cuts off the child from the environment in which she or he is used to, tends to cause an internal conflict within the child. In case of schooling, the school comes with its established culture, which is entirely new to the child who before was used to his or her family cultural patterns and behaviour. The Ominde Commission (1964) as quoted by Shiundu and Omulando (1992, p. 326) argues that:

> *Vernacular languages were essential for verbal communication and there should be no difficulty including a daily period for story-telling in the vernacular, or similar activities in the curriculum of primary….*

When schools use vernacular languages, then they establish the connectivity between the home and school setting. One of the aims of the Millennium Development Goals (GoK, 2005) is to provide Universal Primary Education (UPE) by 2015. However, an impediment to achieving UPE is the medium of instruction in primary schools.

In situations where pupils from a different language are taught in a language of the government or dominant society, there is always a communication breakdown. According to research, (Shiundu and Omulando, 1992) postulates that students learn to read more quickly when taught in their mother tongue. This in turn help them read the second language more quickly than those who were taught in a new language at the initial stage of their learning (Ornstein and Hunkins, 1998 and Urevbu, 1985) postulates that mother tongue plays an important role in instruction by enabling the learner to translate speech into graphic symbols. Mehrotra (1998) asserts that students, who have learned to read in their mother tongue, learn to read in second language more quickly than those who are first taught to read in the second language.

In Western Europe, there was a language problem among the minority communities such as the Germans in Denmark, the Danes in German, the Welsh and Scots in England. Educators agreed that learning problems among students emanated from a Medium of Instruction .Since English was a MI in British schools, it became evident that it was a major obstacle to African and West Indians migrants to learn in British

schools. Most of them dropped out of schools since they could not express and gain much from British Schools.

A language of instruction in schools must be one that establishes a bond between home and school environment. Omwenga (2014, p.9) cites the Sessional Paper of 2012 that 'the language of the catchment area (mother tongue) shall be used….in the education of lower primary children'. In Kenya today, most families in rural settings communicate and transact their daily activities in a local dialect. Therefore, matters get worse or hard, when in some of schools children are forced to communicate in English or a new language. Besides, other pupils are punished for failing to speak in English. Okwako (2011) and Othuon et al (2006) argues that teachers have a share of blame in the use of English in communication and teaching. They say that teachers are poor in speaking, reading, writing skills and cannot express clearly and effectively. This state of affairs indicates that they are more comfortable when using a local dialect that is inline with what (Bishop, 1985 p.63) asserts, 'a curriculum has to guide and orientate pupils towards the culture in which they live their lives'. However, when pupils are forced to use another language it makes them to lose hope and become vulnerable to school dropout. When releasing the Kenya Certificate of Secondary School Examination 2013 results the Cabinet Secretary for Education Professor Kaimenyi directed that all primary schools must teach lower classes using local languages (Omwenga, 2014, p. 9). It was notes that:

> *...the use of local languages in the formative stages of child development was critical and had scientifically been proven to be productive…it ensures smooth transition   from the home to the school environment for first time school-goers.*

Vroom's expectancy theory of motivation indicates that the belief that a task can be achieved if only it is attainable and when it not then the option left is to withdraw. Pupils who fail to communicate or write in English more often than not loose hope and eventually drop out of school. However, it will be interesting to know how language as a media of instruction in schools influences pupils to dropout in public primary schools in Trans-Nzioa East.

2.2.2 Initiation rites and related practices

In most African communities, initiation rites provided children with an opportunity to be trained in adulthood roles: therefore, at graduation it propels the initiates into adulthood status and roles. The initiates are taught on roles that are often in conflict with schooling and its moral conduct. The instruction received by initiates upon graduation instills in them a sense of maturity and thereafter it means that they resume the roles of adulthood as revealed by Ali (2000).

Abagi and Odipo (1997) argue that a new behaviour developed among the initiates who continued with schooling. The initiates developed a negative attitude towards teachers and schooling. The boys viewed male teachers as equals, while female teachers as people of low status who could take orders from boy pupils. The girls voluntarily or were forcefully married off. Girls in most of African communities were interpreted culturally in terms of wealth generation (dowry), hence there was no need of allowing girls to stay in school and delay or deny a family an immediate wealth (dowry) as per studies of (Abagi and Odipo, 1997; Ali 2000; UNICEF, 2003; Yungungu, 2005; Nairesiaie, 2006). Further, any schooling action that was perceived to be a challenge to their ego, and against to what was instilled among the initiates during the time of training or seclusion, could not go unchallenged. For instance, the male pupils could challenge female teachers on the strength that female teachers are inferior who are supposed to take orders from them. The new behaviour exhibited by pupils, especially boys, are contrary to most school moral codes GoK (2001).

Parents with little or no education levels perceive education as a waste of time and cannot add any value to their children. Therefore, parents who fall in this category hasten to withdrawal their children from school (The Link, April.2011) in order for children to help them at home. Cheserek (2012 p.4) asserts that,

> *The problem is compounded by the fact that some parents have little enthusiasm for education and instead of encouraging children to remain in school, choose just   look the other way. Among these children, there are those who desire education but the parents' lifestyles hinder their dream.*

In a study done by Mwabi (2010) on the influence of fishing activities on learning it was established that children were withdrawn from school in order to assist parents in fishing. This activity went on with full knowledge of parents and church leaders. The

study establishes that the practice was a major cause of school absenteeism in Budalangi Division, Busia. Besides, as indicated in the background of this study Ali (2000) had established that among the pastoral community of Marsabit cattle was valued more than education. Thirsty for cattle begins after initiation as compared to education.

The dropout rate among pupils in public primary schools in Trans-Nzioa East could be associated with initiation rites and its effects. Though most people indicate that culture is no longer influencing the pupils' behaviours, but the rate at which pupils are dropping out of school makes it a suspect. Therefore, there is a possibility that initiation rites and related cultural practices are influencing the rate at which pupils are dropping out of public primary schools today in Trans-Nzoia East.

2.2.3 Teenage pregnancies and related interpretation

Report by the Forum for Africa Woman Education (FAWE, 2000) indicates that about 8,000 to 13,000 girls drop out of school each year due to pregnancy in Africa. While in Uganda, a study by Musisi,N., Kasente,D and Balihunta,A.(2003) shows that teenage pregnancy and its subsequent cultural interpretation help to keep most of the affected girls at home. Therefore, teenage pregnancy is a regional and global problem to school attendance.

Onyando and Omondi (2008) asserts that girls often fail to get someone to look after their baby and even if admitted back to school, there is a possibility that she may frequently miss classes. Besides, parents and the community view her as a grown up who is ready to take up household duties independently. A girl who is a victim of early pregnancy often finds it hard to juggle the pressure of young motherhood and school. If she is not given any assistance by her parents or society, then dropping out of school becomes an option. This is because she would want to reduce her engagements and concentrate on her baby (Serem, 2006).

The social stigma (Serem, 2006; Ali, 2000 Yungungu. 2005; Nairesiae, 2006) attached to teenage pregnancy plays a major role in denying a girl child the opportunity to resume classes after giving birth. The findings reveal that girls face

humiliation and isolation from both teachers and colleagues whenever they attempt to go back to school. Nairesiae (2006, p.116) opines that;

> *Many girls leave school altogether because they feel unsafe and unwilling to remain in an environment that has failed to protect them….Sexual harassed child loose interest in school, while school authorities take no steps to ensure that girls have a sense of security and comfort at school, neither do they counsel nor discipline boys who commit acts of violence.*

Moreover Murray (1994) asserts that some teenagers would rather be lonely than risk public humiliation. Three, parents and teachers perceives these girls as a bad influence on others. Four, Parents are sceptical of returning the girl to school for fear of loosing more resources, besides, a fear of second or another pregnancy and five, a girl who gets pregnant when not married is interpreted as disgrace to the family. A girl, who is part and parcel of culture often drop out of school without a valid reason but only to obey and respect cultural strictures that are of little use (Ochieng', 2012).

In Mozambique, it was established that some girls were earning money through sex work in order to pay for their own school fees besides meeting baby expenses (Baden, 1997). More often than not parents approved the behaviour. Therefore, some parents to escape the responsibility of educating her use pregnancy status.

Teenage pregnancy and its cultural interpretation are cited as one of the factors influencing the rate at which girls drop out of public primary schools. The teachers, parents and pupils share the blame for failure to complete primary education because of pregnancy. Trans-Nzioa East will offer a good opportunity to know if the same applies, despite the government's policy of return-to- school after giving birth.

2.3 Security Factors and their influence on school dropouts

This is a state, which is free from fear, danger, doubts and even risk. The conditions to which pupils are exposed to in some public primary schools are not free from harm. This state of affairs in most primary schools influences dropout rate. What follows is a discussion of security issues in Kenya and their influence on school dropouts.

2.3.1 Violence at school and its influence on school dropout

One of the goals of EFA (UNESCO, 2000 Abagi and Odipo, 1997) was that all young children must be nurtured in safe and caring environment that allow them to became healthy, alert, secure and able to learn. Thang'wa (2008, pg. 6) argues that:

> *What sends chill down the spine of many parents is the realisation that school managers have lost control and cannot stop bullying and other unbecoming behaviour that threatens to turn schools into death camps. The truth is that bullying in schools goes on unabated and appears an stoppable.*

Bullying in schools manifests in form of, nicknames, abusive terms directed to individuals, tearing and snatching one's property like pencils, books or even clothing. In extreme case, a child is beaten or even bruised by peers. According to the study by Poipoi (1999), bullying instils a sense of fear to victims. Students who are bullied tend to perform poorly in academic work, feel neglected and not loved. According to Murray (1994), a child who is bullied behaves differently, he or she exhibit some of the following behaviours she or he is impulsive, aggressive, and disruptive. He or she eventually drops out of school because of fear, loneliness and truancy, and in some extreme case, commits suicide.

Teachers indirectly or directly perpetuate violence activities against pupils. In a Study done by Ngondu (2010) in Tanzania reveal that teachers and prefects in some schools use physical punishment like caning, despite its ban by the government. The infliction of corporal punishment is routine, arbitrary and often brutal. Further, in Uganda teachers' violence against students was a common phenomenon in primary schools. Musisi et al (2003) established that Abongodyang and Kiyebe primary schools in Lira and Rubanda respectively punished students for various offences. The punishment given out varied from,

i) Doing extra work after school like slashing, cleaning toilets and collecting garbage

ii) Caning or corporal punishment

iii) Teachers made students who failed to wear school uniform to stand in front of the   class room for the rest to make fun of him or her saying 'shame on you for failing to   wear uniform.

iv) Teachers forced students to kneel for long periods for instance in front of a class to enumerate but a few.

Schools are no longer places where one would admire to be as stipulated by EFA goals. In Kenya, despite the government's ban on acts of violence against children, and enforced by the Children Act 2001 (GOK, 2001). Teachers by intend or omission and to a certain extend persuade parents to enforce corporal punishment and other forms of punishment oblivious of the Children Act and even the Kenya's Constitution on the rights of a child. The Constitution of Kenya (GoK, 2010, p. 38) article 53 (1 d) states that:

> *Every child has the right to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour.*

A study done by Chege (1994) reveals that girls experienced unwanted sexual advances on their way to and from school. Male neighbours and relatives at home also sexually harass schoolgirls. Sexual harassment is more defined in slum areas. Moreover, male teachers and pupils present a similar threat to girls through touching, pinching and name-calling. According to (Muchinsky, 2007, p.201)

> *Unwelcome sexual advances, requests for sexual favour, and other verbal or physical conduct of a sexual nature. When submission to or rejection of this conduct explicitly or implicitly affect an individual…unreasonably interferes with the individuals' work performance or creates an intimidating hostile or offensive work environment.*

In a research done by Uwezo (2013) it revealed that most schools were yet to pay adequate attention to safety of learners besides, physical and sexual safety. A child who is exposed to these inhuman and cruel treatment that are humiliating, more often that not gets demoralised and destabilised. The child could eventually look for alternative ways of protecting herself or himself from such abuse GoK (2001). However, (Murray, 1994, p. 514) argues that 'some teenagers would rather be lonely than risk public humiliation'. This could be part of the reasons why pupils in public primary schools in Trans-Nzoia East are dropping out of school for fear of being subjected to violence or harmful activities by people whom they respect as well as their peers. To the contrary, Loe and Burkam (2003) observe that students are less likely to drop out of schools in which they feel they have positive relationship with their teachers.

2.3.2 Distance to school and school attendance

According to Kabiru and Njenga (2009) long distance, reduce the chance of pupils going back for lunch especially in those schools where lunch programmes are not there. The weather conditions also make schooling difficult especially during rainy and cold seasons. The ever-changing season spell doom to most of the rural children; since they are rained on or exposed to extremely cold conditions than usual. Besides, the path routes used daily tend to become muddy and slippery. Trans-Nzoia East has a terrain, which has steep valleys and hills especially in Makutano and Chepsiro zones, hence; pupils are exposed to rough conditions during rainy and cold season. It becomes more dangerous with lightening and thunderstorms. For pupils who are day scholars it is a nightmare.

The Njenga (2011) reported a case where a girl aged 5 years was abducted, raped and brutally murdered. She was eventually dumped in banana plants at Kanunga in Kiambu County. These cases of abduction, rape and murder of primary school children who commute daily are common and are now taking a new dimension that is a worrying trend is causing worries among parents and children as well. For instance, the Maasai whose children often walk long distances develop fear for their daughters' security during long walks (Soft Kenya, 2013).

In Asia, long distances between home and school made parents in Bangladesh during the time of Taliban to withdrawal their children from school because they could not trust the security of children especially girls along the way. They did so after several children were found raped and murdered along the way (Ardt et al, 2005). Given such incidences parents in public primary schools tend to develop fear of allowing their children to continue learning due to perceived or the unexpected along the routes used daily (Chege, 1994).

Musisi et al (2003) argues that commuting to and from school led to lowering of morale among pupils in primary schools in Uganda. Low morale would have been as a result of waking up very early but arriving at school late, which in turn influenced students' academic performance negatively. According to Ibrahim et al (2008), pupils' drop out rate is determined by an increase in distance from school to home.

Therefore the further it is, the higher the chances of dropping out. Jagero et al (2010) asserts that girls who stayed near schools performed better than those who came from far. To them the reason was that they would regularly miss lessons and be punished for that.

In a study done by Raju (1973) as cited by Mutai (2010) further asserts that long distances led to lateness to school. Besides, it also made pupils get exhausted which in turn affected their rate of concentration in class. It will be interesting to associate long distance with school dropouts in public primary schools in Trans-Nzoia East.

2.4 Family Background and its influence on school dropout

Trans-Nzoia East is one of the Kenya's regions that depend on agriculture especially on maize production as her main economic activity. The region is presumed to be economically stable. However, high school dropout rate among upper primary pupils is a factor that is puzzling today. The question is; does the family background influence this phenomenon?

The government of Kenya implemented the programme of Free and Compulsory Primary Education in 2003 (Otunga, 2010) which led to influx of children to schools, raising the total primary school population to over 7 million. Two reasons explains that phenomena, one, was that education became free as all levies were waived and two, there was no age limit to those who sought enrolment (Kabiru and Njenga, 2009). Despite the government's initiatives and support from international donor agencies targeting at reducing and eliminating school dropouts: dropout rate is still significant in most public primary schools. In a research done by Uwezo (2013) indicate that 2/5 of children aged 6-16 are out of school.

Majority of households in Kenya are poor, therefore children are left at home to takeover house responsibility, as parents are relieved to go and engage in casual work away from home. This is done in order to supplement household's income (World Bank 2009). Children voluntarily or are directed by parents to engage in part time business. World Bank Report (1995) as quoted by Malenyi (2008) note that poverty strains the relationships between children and parents.

In the investigation by Kiarie (2012) reveal that poverty makes children to run away from home to go and fend for themselves in whichever methods they find appropriate such as stealing, robbery and commercial sex. At the coast, some boys go to the length of pimping young girls, including sisters to tourist. In some cases, parents use children to get money when they are supposed to be in school. Abagi and Odipo (1997, p.18) opined that:

> *The level of poverty has forced families to resort to child labour for their survival. Children are increasingly employed in domestic activities, agriculture, and petty trade of business. Poor households and in some cases children themselves have to carefully analyse the opportunity costs of education as a result parents have continued to send their children, particularly daughters into the labour market, mainly as domestic workers in urban centres. Meanwhile boys from agriculturally rich regions abandon school in order to earn money...*

Madowo (2012) reported a case where a 20-year-old Emmanuel Katana of Taito Primary School in Kilifi County who was doubling schooling and shoes repairing. The student often did shoe repairing at free time in order to raise some user money for his upkeep and to support his parents at home. According to Taito Primary School management Emmanuel was not performing well in academic work, the main reason was that he could not successfully double academic work and business.

Some girls in Mozambique were found to be engaging in money generating activities such as sex worker to earn a living. In some cases, the children were withdrawn from school to assist parents in household chores (Baden, 1997). While in a survey by Tihar (2013) in 21, states of India, it was established that a higher percentage of children in upper primary failed to complete school because they were engaged in agriculture and its allied activities. This was in full knowledge of parents.

The poverty index among rural households has extended to school. The introduction of Free Education in primary schools has negatively affected the schools' development programmes. Some primary schools are in pathetic conditions. Walala Primary School in Kanduyi of Bungoma County depicts a school that is in a state of neglect. The school has only one latrine, no structure that is complete for use and to make matter more worrying is that children learn under a large stone, which acts as a

classroom Raburu (2012) not withstanding shelter. The conditions at Walala depicts a school that is not gender friendly since it has only one toilet for both teachers and students who comprise of females and males. Therefore, it is important to note that pupils could be dropping out of primary schools in Trans-East because of similar conditions as that of Walala primary.

Attractive environment lift human spirit. Morality is about good of the inner human person and the surrounding (GoK, 2001, Musamas, 2006). Teaching in a well-groomed school with adequate facilities is easier, than in poor and ugly environment. Most of the public primary schools lack these basic facilities (Muruiki, 2005). Physical facilities are in a state of collapse if no stopgap measures are undertaken. As Musamas (2006) puts, human being have the love of aesthetics, which could be a root cause to why children are dropping out of school before completing full primary education of eight years. The picture of a Bungoma County primary school might be a replica of what is happening in some of Trans–Nzioa East's public primary schools.

Dropout rate in Marsabit District was associated with school levies or fees. Since, most of the families in this Arid and Semi-Arid District are extremely poor, and raising school fees was extremely difficult (Ali, 2000). Though the government had waived fees and even went further to provide basic requirements to students, a good number of pupils, despite these efforts, still failed to attain full primary school education.

Fishing activities in Budalangi Division of Busia District had increased the rate at which pupils were dropping out of school, according to the study by Mwabi (2010). The study reveals that most of the families along Lake Victoria were poor hence; parents encouraged their children to engage in fishing in order to raise some income. Besides, Kanyandago (2002) asserts that some youth or students felt that fishing activities were more lucrative than going to school therefore; it could generate enough income for them.

Upper primary school pupils in Trans–Nzioa East might have lost hope in schooling and instead are trying an alternative avenue, probably in seeking employment as domestic workers, small or petty business, idling and even engaging in crime. To

them education is not associated with any value. This concurs with Vrooms' expectancy theory of motivation. The low expectancy level here is generated out of the fear that however much one works in school he or she cannot pass the examination or transit to secondary education. The perceived bleak future to these types of children can only be reversed by trying luck in income generating activities.

A survey in both Uganda and Malawi identified that, the root causes of primary school dropouts in rural areas was the 'secret' or silent introduction of user levies especially on uniform, meals, field trips, private tuition, motivational fee, periodic examination and certificates (Muganda,1997, World Bank,2004, GoK, 2007). To enhance total secrecy on 'hidden fees' money collected are not receipted (Mathenge, 2010). Head teachers act this way in order to avoid being caught by Ministry of Education officials. Some schools Veele and Sarah (2008) reveals that though they exempted parents in paying these levies, school managements had devised alternative ways of denying education to children from poor background by withholding report cards and refusing to issue textbooks to their children, intimidating and humiliating families who failed to pay through comments.

When parents fail to attend school meetings, head teachers take advantage to charge extra levies. The GoK (2003) directs schools to forward resolutions of school meetings to the ministry for approval and subsequent implementation. Therefore, failure to attend meetings has given school managements leeway of introducing several levies that later on become burdensome. They are such practices adopted by schools that influences drop out rate among pupils, Trans-Nzoia East inclusive.

However, to the contrary, poverty not only leads to school dropouts, but also draws pupils to school. Poverty therefore plays a major role in reducing the rate of dropouts. In a study done in Maputo, Mozambique (Veele and Sarah, 2008) asserts that poverty acted as a source of hope for future employment and a way out of dire poverty. Poverty, therefore does not wholesomely explain a puzzle related to dropout rate among upper primary pupils in public schools.

African traditions required the whole community to participate in upbringing children. However, today few parents are child oriented than the previous generations (Malenyi, 2008). Uwezo (2011) revealed that 15/100 families had not attended school.

Therefore, children who dropped out of school were higher to these families than families that attended school. In a study on effects of parental involvement and gender factor on children's education and academic performance in western division of Kisumu municipality, Fedha (2013) argues that parents in Kisumu municipality were more concerned with income generating activities than academic affairs of their children. According to the Ministry of Education (GoK, 2003), parents have a duty to meet, discuss, agree and approve any issue the school undertakes. Therefore, children might have skilfully utilized this loophole to drop out of school whenever they experienced any problem. Furthermore, some parents failed to guide their children on the importance of education. Muindi (2010) reported that KNEC's survey on standard 3 pupils established that l6/10 pupils had repeated a class and 7/10 regularly miss school. It is because of the current permissiveness among parents that has influenced dropout rates among upper primary pupils.

The poverty index among rural households may be the root cause to why schools cannot sustain students. The government of Kenya grand capitation of 1020 shilling per a child per term in public primary schools is too little to maintain a child Aduda (2012). This is the reason why 'silent' levies are creeping back into the system with the full knowledge of Educational officials, parents and school management in contravention of the government policy of Free and Compulsory primary education.

Pupils in Trans–Nzoia East might be dropping out of school because their parents are not able to afford or raise these other levies imposed on them, and two, both children and parents perceive education as having no value. According to expectancy theory of motivation low level of instrumentality among pupils is generated out of the perception that education no longer leads one to direct employment.

2.5 Peer influence on school dropout

Lamb (1996) on social learning theory asserts that children seem to acquire behaviours simply by watching them performed by others. A group demands loyalty (Mwiti, 2005). According to (Murray, 1994, p. 508)

> *Adolescents become highly dependant upon one another for self-esteem companionship and intimacy. Peers influence adolescent decision making at every-level…conformity means one will benefit from the group support.*

Muganda (1997) noted that girls were afraid to go back to school in Shinyalu, Kakamega district because they found it not valuable after carefully looking at their peers who had completed school. Failure to secure gainful employment by school graduates at whatever level created negative attitudes towards learning (Cole, 2002). The report of the Task Force on Student Discipline (GoK, 2001, p.70) highlights that:

> *Lack of employment has led to creation of an attitude that education, and schooling is for passing time a waiting to go back to join the queue of poverty once again which leads to a bleak future.*

Schooling is interpreted in terms of a gateway to prestigious employment. However, on scrutiny of their peers who had passed examination and subsequently failed to secure employment, give those in school an impetus to drop out. Therefore, to them education may not add any value to their life.

Negative peer pressure may lead adolescents into antisocial behaviour. The Maasai Girls Education Fund (Barbara,2014) reveals that the Maasai girls once circumcised, their peers ridicule them if they continue with their education, because schools are for girls and not mature women. Negative peer pressure further may make a child very rough, arrogant and provoke fighting with others at slightest provocation. Yet others may rebel against authority and social norms. The network of friends and age mates who dropped out of school in most cases entices those still in school with goodies or 'best life' outside classroom and school. More often than not, the dropouts talk about freedom from schooling and the advantages accompanying that kind of freedom such as access to sexual gratification or pleasure, drugs like alcohol, cigarettes and visiting of social joints like coastal beaches and cinema halls (GoK, 2001, Mwiti, 2005). Besides, some school dropouts who might have by luck successfully acquired wealth entice those in school to drop learning or schooling in order to try their luck in business or any wealth generating activities.

Sporting activities in recent times are generating a lot of money, praise and fame to the talented youth. Despite sporting activities being important in the life of the talented youth, it had a negative impact on pupils' education. Pupils especially those in school feel challenged and later abandon schooling for the sake of trying their luck in sports, so that they may earn or get quick money, rather than spend eight years in

school and eventually fail to get wealth. They base their argument on what they read about or see their peers earning a living because of sporting activities. For instance, the knowledge that athletes control the economy of Eldoret town and own palatial buildings (Ayodi, 2011) could have influenced some pupils to abandon schooling.

The rate, at which pupils are abandoning education in public primary schools in Trans-Nzioa East, can be associated with peer pressure.

2.6 Related studies

Othuon et al (2006) in his study growing up and sexual maturation among the Luo of Kenya: removing the barriers to quality education, established that teachers were often using mother tongue in upper primary classes. This explains why Uwezo (2013) revealed that some pupils in class eight failed to read and understand class three passages either in English or in Kiswahili. They are the same teachers who punish pupils for failing to score high marks and even communicate fluently in English. The Kamunge report (GoK, 1988, p.13) recommended that 'teachers of the upper primary classes be assigned to teach only those subjects they studied and passes in the KCSE or equivalent'. There is a possibility that today teachers are allocated subjects as per the school head teacher's wish. Sila (2011) did a study on the influence of parenting styles on learner self-concept and academic performance in Kakamega East District in which he established that strict rules at home negatively affected the children's freedom of expression. To him the action made children to withdraw into themselves. It is reasonable therefore to apportion some blame to both teachers and pupils for contributing to school dropout rate.

Ali, (2000) carried out a research on wastage in primary schools and their implication for curriculum development in Marsabit District as highlighted in the background of this study. In his findings, the need for dowry from girls and the boys' involvement in herding of animals affected the schools retention rates of students. However, this study did not identify the fact that large herds of animals kept by these nomadic families could have influenced the children to drop out of school. The argument is that the children develop the feeling that they will inherit part of their parent's wealth and thereafter lead a successful life in future. To these types of children, education is

a waste of time because it cannot add any value into their life. This finding is in agreement with Vroom's expectancy theory of motivation, which asserts that an individual withdraws efforts in an action where he sees little success and instead redirect it to where he or she will succeed.

The research done by Task Force on student discipline and unrest in secondary school (GoK, 2001) reveals that boys looked down upon female students and teachers. Their behaviour was contrary to school moral codes hence it was one of the main causes of conflicts. The Task Force failed to link, the behaviour to the education received by boys during seclusion after initiation. Nairesiaie (2006) argues that girls got married off among the Maasai after undergoing initiation. She further notes that the initiates especially boys tend to be in conflict with colleagues who are uncircumcised as well as teachers. Therefore, it is from this basis that the current study would want to establish if initiation rite and its related teachings influences dropout rate among pupils in primary schools.

Mwabi, (2010) carried out a study on fishing activities and its influence on absenteeism in Budalangi Division, Busia District. It was established that, poverty level among households pushed pupils to fishing either in order to raise some user money for school fees or to sustain their families. However, fishing is one of the lucrative activities that generate enough money to educate the children. If, families in Budalangi get their resources from fishing activities, then primary school dropouts cannot be associated with it. Fishing raises the affordability level of households. In Argentina (Marcela, 2013), it was established that, poverty no longer explained school dropout rates. Therefore, it is reasonable to conclude that people in Trans-Nzoia East perceive education to be of little or no value to their children.

Yungungu, (2005) and Mbutitia, (2008) on their studies on a girl-child education focused more on the society's view of the education of the girl-child among the Kalenjin and Luo communities respectively. The findings of studies revealed that a girl was denied or offered little education on the strength that she would be taken care off in life by a husband or a man. The research however did not identify factors inside the girl herself that influence her not to complete schooling. The girl-child being a

product of culture assumes that once she gets pregnant then that is the end of schooling whether the society or parents preferred her to continue with education.

In a study done by Poipoi,(1999) on teachers' and students' perception of causes of bulling in secondary schools in Bungoma district, he identified bullying as one of the factors that disorient a student, leading to lowering of his or her self-esteem and negative peer relation. The study dwelled more on causes of bullying and its psychological effects, However, bullying to a certain extend influence pupils to drop out of school because it causes physical as well as psychological injuries to the victim. This study would want to establish if bullying exist and extend to which this vice affects pupils in Trans-Nzoia East to drop out of primary schools.

Mutai (2010) carried out a research on social, cultural, economic and school based factors that influence the rate of girls' dropout in Keiyo division. She found out that male teachers and boys sexually harassed girls. The displeasure by girls was expressed through dropping out of school. Sexual harassment in whatever form it demoralises pupils whether boys or girls, hence it influences the rate at which pupils drop out of school. The affected pupils in most cases are girls and to a lesser extend boys.

A study carried out by Opanda (2010) on school physical facilities and pupils' school attendants choice: a case of public primary schools in Likuyani division, Lugari district established that primary schools with enough physical facilities attracted pupils. Hence, these schools were preferred choice of pupils. Opanda found out that those schools without enough physical facilities such as those having worn out roofs and floors exposed pupils to danger of being attacked by jiggers or being rained on among others. However, the study fell short of informing the reader similar factors also influence pupils to drop out of public primary schools in Trans-Nzoia- East. Some of public primary schools in Trans-Nzoia East are in pathetic conditions. However, this study failed to disclose that having physical facilities of such conditions fail to meet the threshold of gender sensitivity among pupils. Further, Too (2007) and Uwezo (2012) established that physical conditions of the school played a major role in girls' dropout. When schools lack gender friendly toilets, desks and even sanitary towels girls tend to slowly shy off and finally opt to discontinue schooling.

The current study would want to establish if these conditions discussed are similar in public primary schools in Trans-Nzoia East.

The studies by (Mbutitia, 2008; Mutai, 2010; Nairesiae, 2006; Yungungu, 2005) identify parents' related factors influencing girls to drop out of school or fail to acquire education. These studies found out that most girls were withdrawn from school mainly to generate wealth through dowry and helping in domestic work. Though these studies demonstrate clearly how parents divert the attention of children from schooling, there is a new trend emerging today where children are looking for money with their parents' consent or without their knowledge.

The study done by Muganda (1997) on the effects of girls dropping out of secondary schools in Shinyalu, Kakamega district indicated that girls who had successfully completed school were not in gainful employment. This had a negative effect on those girls who wanted to rejoin schools. Whether one was in school or not there were no employment opportunities. Therefore, to rejoin school was perceived as a waste of time and resources. Further, the peers tease and taunt a girl once rumour of pregnancy start circulating. This leaves the girl with emotional scars as established by Achoka and Njeru (2011).The idea of lack of employment opportunities and negative handling negatively influences a pupil to drop out school.

2.7 Chapter summary

The chapter has examined in detail cultural practices such as language problems, initiation rites and its related practices and teenage pregnancy and its cultural interpretations. The use of mother tongue and an immediate change to English negatively affects pupils' learning process. The education received in seclusion after initiation rites transforms pupils into adulthood status and roles. These make pupils to be in constant collision with each other and school management. Cultural attachments on teenage pregnancies deny victims of pregnancies to seek readmission to school. Two, pupils who are exposed to insecure environment tend to avoid it whether at home, on the way to and from or at school. Three, poverty or wealth and parents' negative perception of education influences pupil's dropout rate. Finally, negative peer pressure influences dropout rate. The next chapter will examine research, design and methodology.

CHAPTER THREE
RESEARCH, DESIGN AND METHODOLOGY

3.1 Introduction

This chapter is concerned with the procedures and methods that the researcher employed in order to obtain data that is relevant for the study. The chapter consists of a description of the study area, research design, study population, sampling techniques, data collection instruments and procedures, methods of data analysis and interpretation.

3.2 Research Design

The study adopted the Ex-post facto research survey, which means 'after the fact'. This is a design in which independent variable or variables have already occurred and in which the researcher starts with dependent variable or variables in retrospect for their possible relationship to and effects on the dependent variable Chieni (1995) as cited by Ngigi (2007). In effect, the researcher asks himself what factors seem to be associated with certain occurrences, conditions or aspects of behaviour. The Ex-post facto research design is appropriate as it deals with a phenomenon whose manifestation has already occurred, or is inherently not manipulable (Ngigi, 2007). The factors influencing primary pupils' dropout are already in existence and cannot be changed overnight or suddenly. The study was done after the pupils had already dropped out of school.

However, the Ex-post facto design has limitations like inability to manipulate independent variables and the risk of improper interpretation of results (Kothari, 1993). From the above, the research was very cautious in interpreting the results of the study in order to avoid including the influence of other variables other than those under study. The study attempted to understand, describe and explain possible causal factors linked to pupils dropping out of public primary schools in Trans-Nzoia East, Trans-Nzoia County by observing the existing data in schools as well as those provided by class teachers and head teachers.

The research methodology was mixed meaning that both qualitative and quantitative research methods were adopted. Under quantitative method, the study used numerals

in finding and describing data, while under qualitative the researcher collected information, analysed and interpreted according to the objectives of this study.

3.3 Study area

The study area Trans Nzoia East is part of former Trans-Nzoia district now Trans-Nzoia County. It is located in the former Rift Valley Province. Trans-Nzoia County borders the Republic of Uganda to the North West, and the following counties; West Pokot to the North, Elgeyo Marakwet to the East, Uasin- Gishu and Kakamega to the South, and Bungoma to the West and South West respectively. However, the actual study area is found to the East of Kitale town and borders Marakwet to the East, Kwanza to the North and Trans-Nzoia West to the South. The area has a good climate and arable land.

Most public primary schools in this area are mixed in nature, having both boys and girls. Therefore, the research findings shall apply to both boys and girls. The area has approximately 82 primary schools scattered all over that offer full primary education of eight years. The schools are divided into five educational zones namely Ngonyek, Chepsiro, Kachibora. Makutano, and Kipsaina.

Ali (2000) carried out a research in Arid and Semi–Arid region of Marsabit District on Wastage in primary school education and their implication for curriculum development. He recommended that a similar one could be carried out elsewhere possibly in regions that have different climatic conditions. Therefore, carrying out a research in Trans-Nzioa East befit the recommendation made by Ali. Trans-Nzoia has wet and cold weather conditions with an interval of short dry seasons.

The researcher was disturbed by remarks made by educators, teachers in particular about the high rate of pupils dropping out of school. The area in recent times had experienced an increase in crime rate that is closely associated with school dropouts. Most of the children who are supposed to be in school are engaged in petty business, idling around or are employed as domestic workers. This scenario attracted the attention of the researcher to find out to why the youth were not in school. Furthermore, classroom teachers confided in the researcher that head teachers of

public primary schools filed statistics with the education offices that reflected the wish of the government. In that, it shows a decrease in school dropout rate though contrary to what actually happens in schools. The teachers say, in real sense dropout rate was increasing annually within schools of Trans-Nzoia East. Besides, Uwezo (2011) discovered that 57.97% pupils were present on day of their visit while 4/10 pupils miss school daily in this area. The finding by Uwezo indicates that the problem of school dropout is real. Though the study dwelled more on absenteeism it fell short of informing us that the same are some of the symptoms of school dropout.   In selecting the area, the researcher aims at finding the truth of the matter on pupils' dropout in public primary schools in Trans-Nzoia East.

3.4 Study population

The target population was 250 teachers. However, the sample population included 3 teachers who were randomly selected from classes six; seven and eight giving a total of 3 teachers in each of the 25 randomly selected public primary schools. The total sample of teachers in this category was 75.   A further, 1 Head teacher was automatically selected from each of the 25 public primary schools, giving a total of 25 respondents. Therefore 75 class teachers plus 25 head teachers gave a total of 100 respondents for the study.

3.5 Sampling size and sampling procedure

The researcher used 30% schools from a total of 82 public primary schools that offer full primary education. The researcher first stratified the schools into 5 zones namely Ngonyek which had 24 schools, Chepsiro with 16 schools, Kachibora with 16 schools, Makutano with 12 schools and Kipsaina had 14 schools. According to Kothari (1985) if a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling is applied in order to obtain a representative sample. The method therefore allows different groups to be represented in the sample. Therefore, stratified sampling was used because the target population was not homogeneous hence, this could allow respondents to be selected in each stratum.

Thereafter simple random was used in selection of 30% of schools from each zone. For instance, the researcher wrote names of all 25 public primary schools in Ngonyek Zone then folded and placed them in a container. The pieces were then thoroughly mixed after which one person assisted the researcher to pick only seven (7) schools that formed subjects that were included in the study for that zone. The process was applied to all the remaining 4 zones. This gave a total of 25 public primary schools. Finally, simple random sampling was also used in the selection of 3 class teachers from classes six, seven, and eight in each school giving a total of 75 teachers in this category who were then included in the study. Simple random sampling ensures that research data can be generalized to a larger population (Creswell, 2009). Besides, all the individuals in a sample frame have equal chance of being selected in the study.

One head teacher from each of the 25 sampled public primary schools was automatically selected giving a total of 25 respondents. Therefore, 75 class teachers and 25 head teachers add to 100 respondents, who were selected for the study as indicated in table 3.1 below.

Table 3.1: A summary of sample for the study

Educational zone	No. of schools	30% of schools	No. of teachers
i) Ngonyek	24	7	28
ii) Chepsiro	16	5	20
iii) Kachibora	16	5	20
iv) Makutano	12	4	16
v) Kipsaina	14	4	16
Total			100

3.6 Data collection instruments

This study utilized questionnaire and an interview schedule in data collection.

3.6.1 Questionnaires

Questionnaires are research instruments that gather data over a large sample (Kisilu and Tromp, 2006). The questionnaire was a convenient tool for the study because it enabled the researcher to gather information from a large number of subjects within a

short time and with little costs. It facilitates easy and quick acquisition of information. The instrument also gave respondents adequate time to give well thought-out and researched answers. The research utilized closed ended questions. The questionnaires were administered to class teachers. The questionnaire covered and prosecuted background information of respondents and each of the study objectives as listed in chapter one of this Thesis. A Likert scale comprising of 5 response categories as demonstrated below was applied that required participants to rate the items based on; Strongly disagree, Disagree, Neutral, Agree and Strongly agree.

The questionnaire was divided into five sections as per the study objectives.

3.6.2 Interview schedule

An interview is the oral administration of a questionnaire (Mugenda and Mugenda, 1999). It is a face-to-face encounter. Interviews are advantageous in that they provide in-depth and accurate data that is not possible to get using questionnaires. Besides, it is the main tool that can extract very sensitive and personal information. Creswell (2009) further explains that an interview allows the researcher control over the line of questioning. It means that the respondent can be controlled to avoid irrelevant information. Both structured and unstructured methods of interviewing were applied in order to get in-depth information about the variables of the study. Interviews were administered to head teachers because they were people who handled daily cases related to pupils' behaviour changes. An interview was used because it enabled the researcher to counter check with information provided by questionnaires. During the interview, the researcher jotted down the information given, besides audiotaping the interview and later on transcribed it. This method enabled the researcher to probe the respondents for further clarification whenever information provided was deemed not clear.

3.7 Validity of the research instruments

Validity refers to the accuracy and meaningful of inferences, which are based on the results of a research (Mugenda and Mugenda, 1999). It is the degree to which results obtained from the analysis of the data actually represent the phenomena under study. Validity therefore has to do with how accurately the data obtained in the study represents the variables of the study objectives. The content validity of the

instruments was therefore obtained by the researcher discussing the items in the instruments with University supervisors, other lecturers in the department of Curriculum, Instruction and Educational Media, Moi University and colleagues. The advice given by these people helped the researcher improve the validity of the research instruments.

Further to ensure that the research instruments draws the relevant information a pilot study was carried out in the neighbouring Trans-Nzoia West district that has similar characteristics with the actual district of the study. The discrepancies that were detected enabled the researcher to adjust and rectify the research instruments.

3.7.1 Reliability of the research instruments

According to Mugenda and Mugenda (1999) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Piloting of the questionnaire was done in order to ensure that the items detected kind of responses the researcher intended to get. That they were acceptable in terms of content and covered all aspects of the study that the researcher wished to explore. According to (Kothari, 2004) a pilot study is a smaller version of a proposed study, which is conducted to develop or refine the methodology. The neighbouring Trans-Nzoia west district was used for piloting. The process was used in order to get two set of interval data that was used to calculate reliability coefficient. The Pearson's Product Moment formula for the Test-retest was employed to compute the correlation coefficient in order to establish the extent to which the content of the questionnaires were consistent in enlisting the same responses every time the instrument was administered. A correlation coefficient of 0.75 was arrived at which was considered high enough to be accepted as a reliable measure of internal consistency of questionnaire items (Mugenda and Mugenda, 1999). The feedback obtained from the pilot study assisted the researcher in revising the questionnaire to ensure that it covered the objectives of the study.

3.8 Data collection procedures

An introductory letter from the School of Education Moi University was sought before proceeding to the Ministry of Education for a permit to undertake a field study

in public primary schools in Trans-Nzoia East. Thereafter a research permit was obtained from the offices of deputy county commissioner and sub-county education offices respectively. The researcher made prior visits to selected schools and fixed appointments with schools' administration. This facilitated arrangements and allocation of adequate time for distribution of data collection instruments for data collection. The researcher administered questionnaires to class teachers and interview schedule were administered to head teachers using interview items like tape recorder, and notebook. Observation schedule was applied to ascertain the information given by the respondents.

The research tools were self administered, meaning, that the researcher distributed and collected the filled in questionnaires. 100% questionnaires were obtained after making several reminders to some of the respondents who proved to be sluggish in handing them back.

3.9 Ethical considerations

The researcher explained to the respondents the importance of the study so that they could give relevant information. The respondents were assured of confidentiality of the information given. However, respondents were told that the outcome of the research would be disseminated to the offices of deputy county commissioner and sub-county education office respectively. To avoid suspicion from respondents the researcher established a rapport with them. Time was put into consideration and the researcher stuck to agreed schedules with respondents in order to avoid inconveniences. Voluntary participation by the respondents was encouraged.

3.10 Data analysis

The data collected was crosschecked to facilitate coding, tabulation and then drawing of statistical inferences. Qualitative data received in verbatim form was transcribed and reported in themes and sub-themes. These data was generated from interview schedules. Thereafter, data generated from questionnaires was analyzed quantitatively using descriptive statistics such as frequency counts and percentages. Data presentation was in statistical tables, bar graphs and pie charts. The statistical package for the social sciences programme (SPSS) was used to analyse data.

3.11 Chapter summary

This chapter has dealt with, description of the study area, research design, study population, sampling design and sample size, data collection procedures, data collection instruments, validity and reliability of research instruments, ethical considerations and methods of data presentation and analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

This chapter presents the results of the study conducted on the Teachers' perceptions on the factors that influence school dropouts among upper primary school pupils in Trans-Nzoia East, Trans-Nzoia County, Kenya. The study set out to answer the following objectives;

   i.   To establish teachers' perception on ways in which cultural practices influence school dropout among upper primary school pupils.

   ii. To find out teachers' perception on how insecurity influence school dropout among upper primary school pupils.

   iii. To determine teachers' perception on how pupils family background influence school dropout among upper primary school pupils.

   iv. To find out teachers' perception on ways in which peer pressure influence school dropout among upper primary school pupils.

All 75 questionnaires for teachers and interview schedules were administered, giving a response rate of 100%. This was because the researcher administered the instruments personally. Descriptive statistics were mainly used in analysing data; statistical package for the social science (SPSS) on computer was used. The results were presented in form of frequencies, percentages and pie charts. This chapter presents the data and corresponding analysis, the interpretation of the analysis and the discussion of the results.

4.1 Demographic information

The researcher sought to establish the general information about the respondents, which formed the basis under which the interpretations were made. It sought to establish their gender, professional qualification, and duration of work of the teachers sampled. The findings were presented in the figures below. Majority of the respondents were males 50(66.7%) while the rest 25(33.3%) were females (Figure 4.1).

This implies that culture may have influenced the female teachers to opt to teach lower primary classes due to the fact that upper classes comprised unmanaged troublesome boys. Cultural attachment to male domination over female could have secretly played a role in the disparity in staffing in upper classes within Trans-Nzoia East. The low percentage of female teachers sampled for the study as indicated in figure 4.1 reflects how culture defines the role and position of females or girls. Females are believed to occupy lower positions than males.

Research done by Chisikwa (2011) established that 24% of female teachers in Vihiga District sought for and were appointed head teachers. The rest 76% rejected because the schools were located in the interior and cultural attachment to leadership where it was believed among the Maragoli a sub-tribe among the luhya that leadership was a preserve for males.
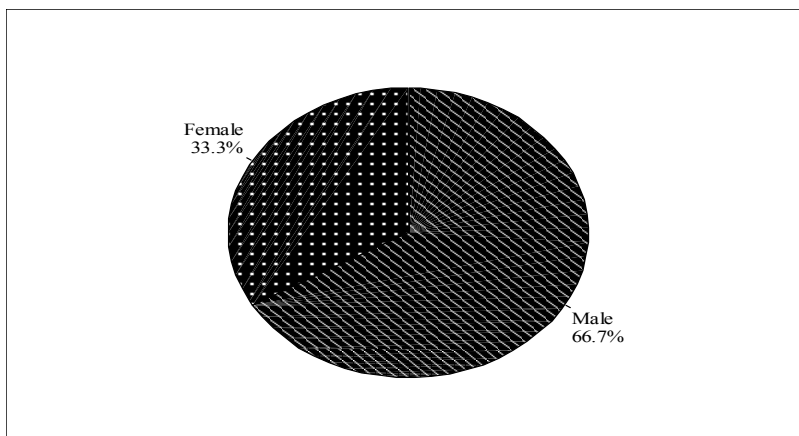
Figure 4.1 Gender of the Teachers interviewed

4.1.1 Highest Level of Education

Figure 4.2 below shows the highest level of education of those who participated in this study. The largest proportion of the respondents 35(46.7%) were P1 teachers. This high percentage was expected because the Teachers Service Commission (TSC) previously had been employing P1 teachers in public primary schools. The next group

of teachers had Diploma qualification 20(26.7%). The rest 16(21.3%) were Degree holders. While 4(5.3%) did not respond.
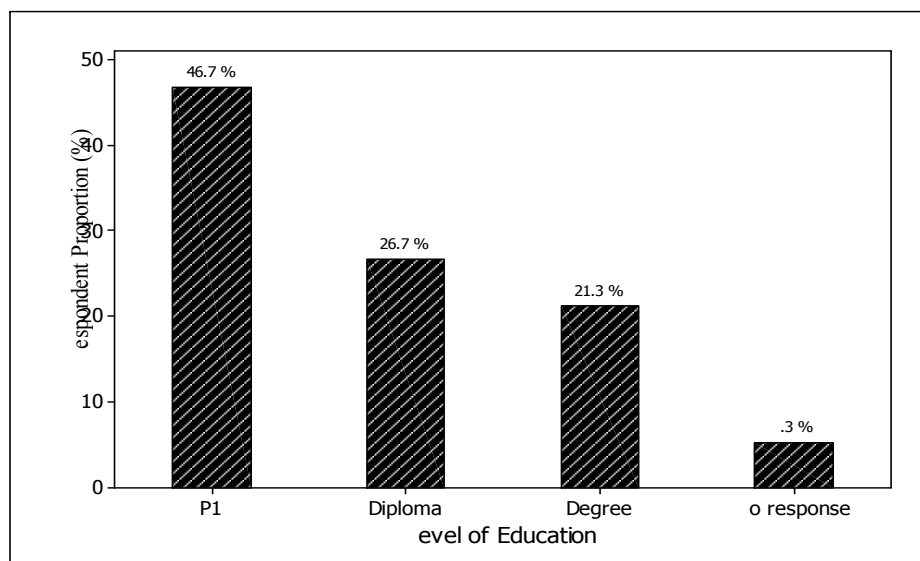
Figure 4.2 Highest Level of Education attained by the Respondents

The figure 4.2 implies that a majority of the teachers in this area are highly qualified therefore were in a position to state factors that influenced pupils to drop out of school. However, there could been a tendency among teachers with higher education qualification to migrate to secondary schools or other sectors of economy. Sergiovanni (1993, p. 78), says that 'what is good gets done'. Teachers could have been associating teaching profession with low pay basing on the recent high rate of teachers' strikes over low remunerations. It also points out that we are dealing with teachers who are highly de-motivated or demoralised which could be a factor contributing to pupils' dropout rate.

4.1.2 Duration of Stay in School

The teachers who participated in the study were found to have taken some time in the area of study. A majority 35(46.7%) had stayed in the area of study for over ten years while 25(33.3%) had taken five years and below (Figure 4.3). The rest 15(20%) had worked in the area between 6-10 years. This implies that a majority of the teachers who participated in the study had enough experience with pupils' behavioural patterns and were in a position to authoritatively explain factors influencing their pupils' drop out of school within the area of study. Shiundu and Omulando (1992) assert that

teachers organise and manage pupils' learning experience. They also make observation of behaviour change and understand forces influencing pupils' learning process.

A trend is emerging whereby the newly posted teachers (33.3%) are taking over upper classes in primary schools in this region compared to (20%) who had taken 6-10 years.
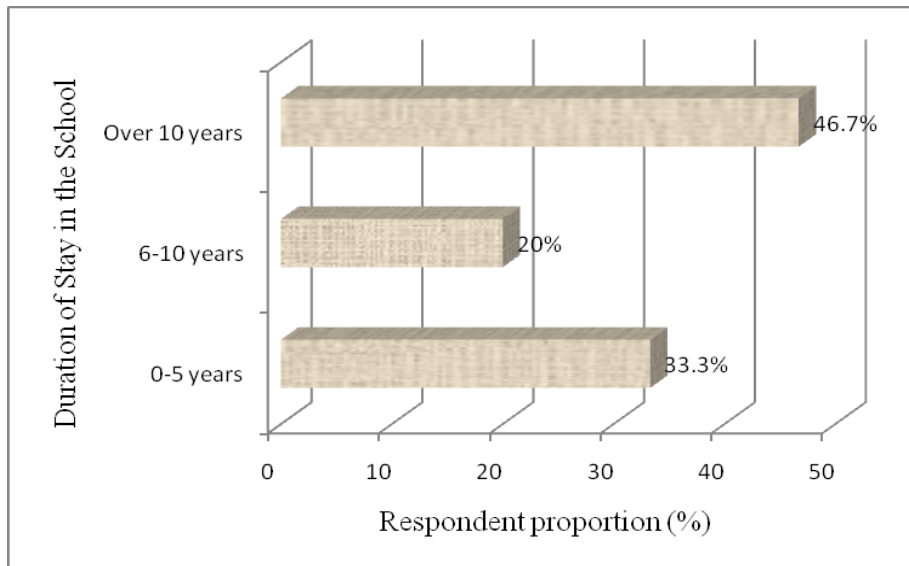
Figure 4.3 Respondents' duration of stay in the school

4.2 Cultural Practices and their influence on School dropout

4.2.1 Language

Table 4.1 Language and Language problems in schools

Variables	Responses	Frequency (n)	Percentage %
i.Official language of communication	English	55	73.3
	Kiswahili	14	18.7
	Vernacular	0	0
	English and Kiswahili	6	8
	Total	75	100
ii.Allowed to use another language	Allowed	63	84
	Not allowed	10	13.3
	No Response	2	2.7
	Total	75	100
iii.Find difficulties in using official language	Find difficulties	57	76
	Do not find difficulties	18	24
	Total	75	100

Table 4.1 indicates 55(73.3%) of the respondents reported that the official language of communication in their schools was English. Another 14(18.7%) said the official language is Kiswahili and none said they use vernacular as the official language of communication.

When asked whether the pupils were allowed to use any other language other than the official language, 64 (84%) said yes while 10(13.3%) said their students were not allowed to use any other language. About 57(76%) of the respondents agreed that

their pupils found it difficult to communicate using the official language while the remaining 18(24%) said that their pupils used the official language with ease.

It is evident that English language which is the main media of communication in Kenya pose a serious problem to upper primary pupils. Only (24%) could use it with ease.The Kenya National Examinational Council (KNEC) audit report reveals a serious language problems ailing canditates. The report established that the KCPE 2012 candidates could hardly write simple words in English correctly (Gicobi,.2013).

To measure pupils' satisfaction in the use of languages at their disposal the researcher used likert scale 1-Extremly Dissatisfied. 2-Dissadisfied. 3-Neutral. 4-Satisfied. 5-Extremely Satisfied. The languages examined during this study included Mother tongue, Kiswahili, English and a combination of the three languages. For purposes of analysis, Extremely Dissatisfied and Dissatisfied were combined forming Dissatisfied same to Satisfied and Extremely Satisfied were combined forming Satisfied.

On Mother tongue, it was established that 58(45.3%) of the teachers were of the opinion that pupils were satisfied using Mother tongue. Teachers who were of the opinion that the students were dissatisfied accounted for 20(26.7%).
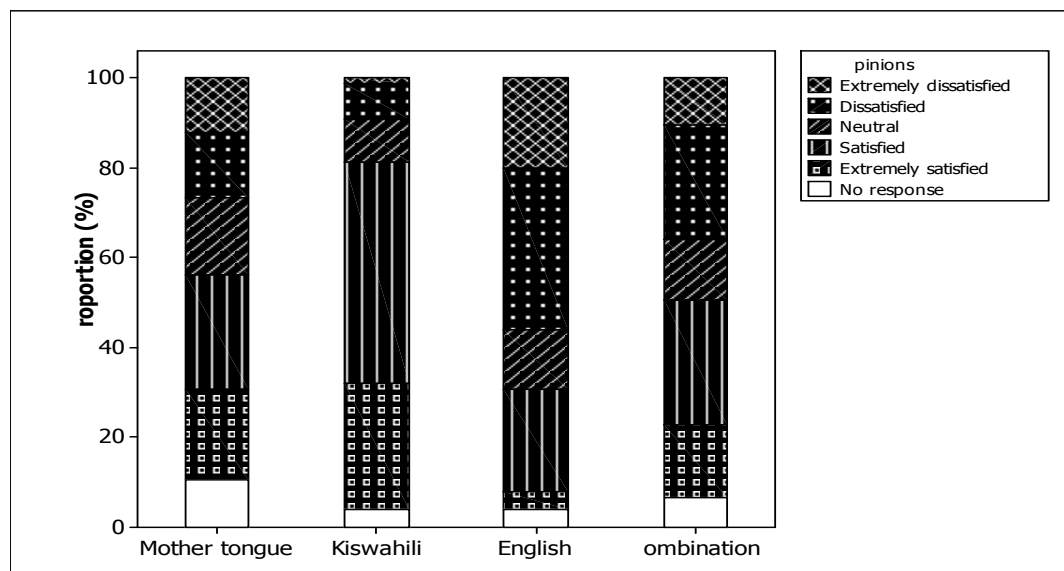
Figure 4.4 Teachers perception on pupils' satisfaction in use of various languages in school

Figure 4.4 demonstrate that though Trans-Nzoia East is a cosmopolitan area mother tongue was still strong. This could be associated with the education policy of using MT as media of instruction in Early Child Development Education (ECDE) classes. The emphasis on the use of English language in upper primary classes could have negatively affected pupils' understanding. It therefore made learning difficult for them. On Kiswahili, a majority of the teachers 58(77.3%) were of the opinion that pupils are satisfied in using Kiswahili language in school. This depicts Kiswahili as pupils' favourite language. Only 7(9.3%) were of a contrary opinion. In Trans-Nzoia East Kiswahili is presumed to be MT since it is a cosmopolitan area.

On English, the use of this language was perceived to be a bother to the pupils by the teachers sampled. It was established that 42(56%) of the respondents were of the opinion that their pupils were dissatisfied in using English. Those who thought that pupils were satisfied were 20(26.7%). Though English language is the main media of communication and examination, it was established that English was the most unpopular language among upper primary pupils in the area.

On combination of Languages, while examining student satisfaction in using all the above three languages, teachers were divided down the middle with 33(44%) of the opinion that pupils were satisfied whereas 35(46%) were of the opinion that they were not. The 2% difference shows that pupils used both languages interchangeably though they somehow gave Kiswahili a preference.

Based on the above findings, it was established that the pupils' language of comfort was not English. The official language of communication in schools within Trans-Nzoia East district according to the teachers was English but only 20(26.7%) of the participants thought their pupils were comfortable in using English language. The situation was probably part of the reason for high school drop out within the study area. Urevbu (1985) in his study found that discomfort in language of instruction among pupils caused dropouts as they felt there was no bond between school and home environment. As indicated by a research of KNEC (Gicobi,2013) a strong Mother Tongue and 'Sheng' influence was detected as problems ailing the candidates. Spelling mistakes were glaring in most write-ups hence they could hardly

communicate anything. The findings of KNEC are supported by Uwezo Report about Literacy and Numeracy level of pupils in classes 1-2 last year 2012 (Uwezo,2013). The study revealed that some standard eight pupils could not read a standard three level passage in English and in Kiswahili.

According to the head teachers interviewed, most schools laid more emphasis on the use of English especially to upper primary section. To ensure that pupils used English, one head teacher said 'in my school pupils in upper classes are forced to speak English four days a week'. When pressed to enumerate ways of ensuring that pupils upheld the language policy she said that 'we have introduced a 'Disk' that is used to circulate among those who do not use English in communication. The effects of handling a 'Disk' were one was given corporal punishment, delayed to go home in the evening ,forced to read a story book(s) for a long period, humiliated before an assembly or in front of a class.

Most pupils found these as inhuman treatment and lowering their dignity. The pupils may have opted to stay away from schools in order to protect their self-esteem. The practice is contrary to what (Kochhar, 1992 p, 36) said 'the teacher should be witty, never sarcastic, critical or discouraging. Pupils like to be recognised, and approved by their fellow beings in order to feel that they have a place in the classes. The interview further revealed that on the said English speaking days the head teachers noted an abnormal quietness and reduced volume of noise in school. This was a contrast to Kiswahili speaking days. The indicators of stress are high level of sickness, absenteeism, reduced productivity, and increased number of internal conflicts between individuals (Kiminyo, 1992.Cole, 2002, Muchinsky, 2007).This study reveals that pupils in Trans-Nzoia East were emotionally disturbed. This was the reason why they failed to learn efficiently. It further made them vulnerable to school dropout. The finding of the study concurs with Vroom's theory that an individual will not be motivated to do a particular job if it is unattainable. In this case, use of English is unattainable. The home environment allows pupils' leeway of enjoying the freedom of speaking Kiswahili language or combination of languages as revealed by 77% and 44% respondents respectively as indicated in figure 4.4.

The study established that emphasis on English use and its accompanying punishment influenced pupils to drop out of school.

4.2.2 Initiation rites

The teachers were further interviewed on the influence of initiation rites on school pupils. Almost all of the respondents (93%) were of the opinion that initiation rites alters the behaviour of pupils in their schools. Another 5% were of a contrary opinion as demonstrated in figure 4.5 below.

Figure 4.5: ...lters pupils' behaviour

...our changes after

						S D	N R	Total
underrate female teachers						8	3	75
	%	28	25.3	12	20	10.7	4	100
ii).Pupils do not report to school	F(n)	9	13	9	25	18	1	75
	%	12	17.3	12	33.3	24	1.4	100
iii).Fighting among pupils increase	F(n)	10	29	10	12	13	1	75
	%	13.3	38.7	13.3	16	17.3	1.4	100
iv).Boys approach girls for love	F(n)	15	18	14	15	11	2	75
	%	20	24	18.7	20	14.6	2.7	100
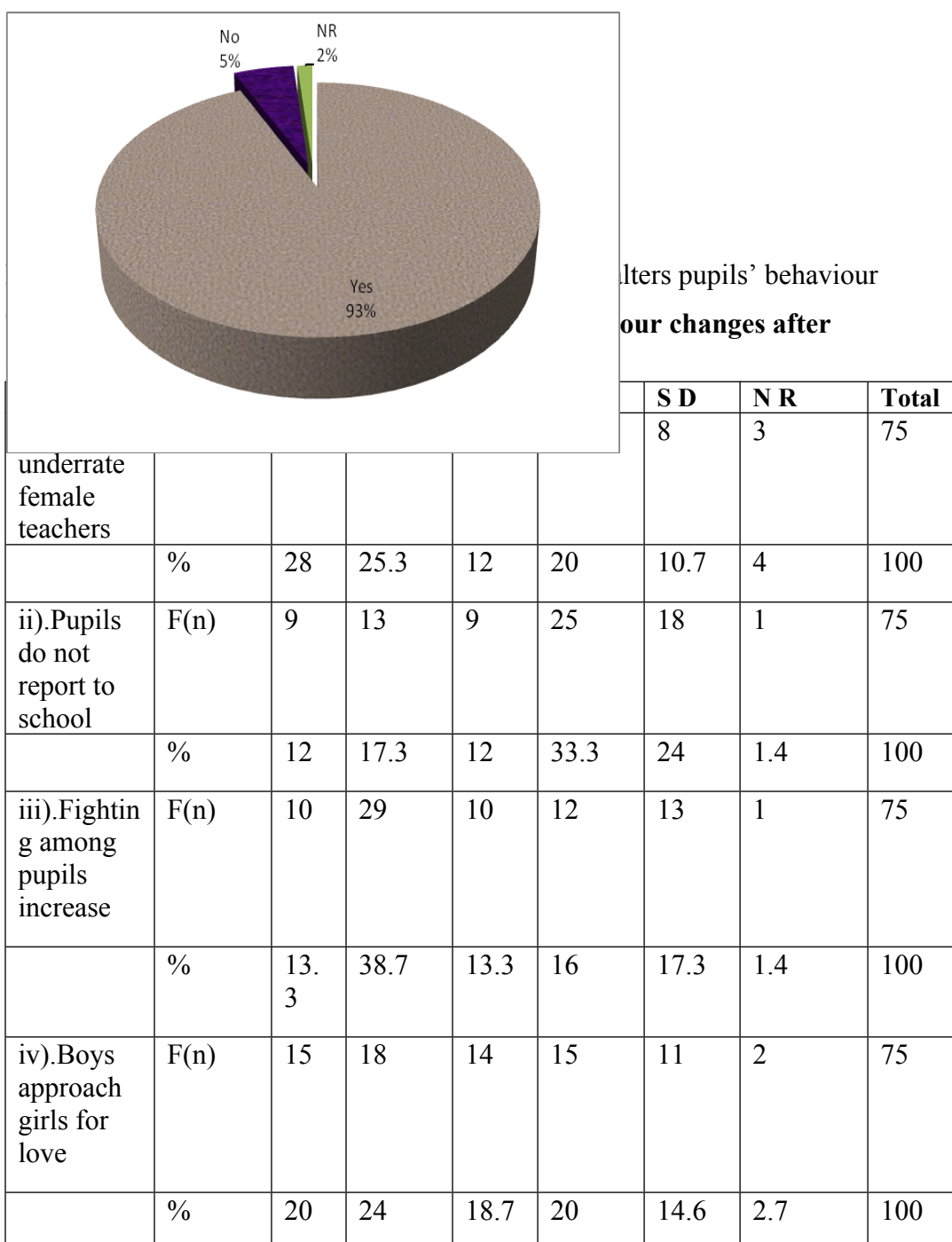
v).Pupils be punished	F(n)	21	24	11	12	7	0	75
	%	28	32	14.7	16	9.3	0	100

For purposes of analysis, Strongly Agree and Agree were combined to form Agree, while Strongly Disagree and Disagree were combined forming Disagree.

Table 4.2 shows the teachers perceptions on various behaviour changes related to initiation rites. From the table it was established that 40(53.3 %) of the teachers supported the perception that boys tend to underrate female teachers after undergoing initiation while 23(30.7%) disagreed with the statement.

While examining the behaviour of not reporting to school after initiation, 22(29.3%) of the teachers supported this statement. The teachers who thought the statement was not true accounted for 43(57.3%) that was more than those who concurred with the statement. The teachers were also asked on their opinion about the increase level of fighting among pupils after initiation. The results showed that 39(52%) agreed with the statement. However, 25(33.3%) gave a contrary opinion. In this case, it was established that inter-pupils conflicts were a common phenomenon in schools.

On the statement that boys after initiation actively approach girls for love, 33(44%) of the teachers agreed. Those who deferred with the opinion were 26(34.6%). It was thus clear that more teachers were of the opinion that some boys after initiation were more sexually active consequently; they approached girls for love using every means available. Majority of the teachers 45(60%) agreed that after initiation some pupils refused any form of punishment. Those who deferred with statement were 19(25.3%). The teachers revealed that any form of punishment was unacceptable by these boys after undergoing initiation.

This study reveals that initiation rites in Trans-Nzoia East transform pupils especially boys who were initially law abiding, respectful and obedient individuals to school authorities into resentful and overbearing individuals to both fellow pupils and

teachers. An overwhelming number 70(93.3%) of teachers sampled supported this view. An interview with school head teachers showed that the initiated boys who were formerly disciplined suddenly changed in behaviours. The behaviour displayed was constantly in collision with prefects and teachers especially when enforcing school rules and regulations. One head teacher lamented that during the period of seclusion the initiates were informed about cultural definition of the roles and rules of a man and woman. She said; 'circumcision is used to enhance manliness by creating a dominant and aggressive image of a man'.

The culture identifies womanly duties as; house cleaning, home maintenance, fetching water and obeying a man. One head teacher said that one of the community's cultures defines a woman as a 'kid' who is supposed to be controlled and supervised by a man. The director of basic education noted with concern that Murranism was a cultural practice that affected smooth learning process (Mbiti, 1973, Cheserek, 2012). The head teacher further noted that in seclusion the instructors who facilitate training of initiates are people with questionable or failed moral standards. The troublesome behaviour displayed by pupils was acquired during seclusion period. Upon graduation the pupils especially boys look down upon female 'kids' teachers. The female teachers are supposed to take orders from these pupils.

The training that the initiates undergo makes them to segregate or interpret themselves as superior. That is why 52% of the respondents agreed with the statement on increase in cases of fighting. Most head teachers said bullying was a common phenomenon. According to (Rono, 2010, p. 17)

> boys consider all women including their mothers and lady teachers as inferior or simply children who should never have any control over them, let alone punish them. At times initiated Maasai boys react violently towards women teachers who punish them.

These behaviours meant that the weak and the vulnerable pupils were bound to drop out of school because there was no guarantee for their safety Poipoi (2011). The argument that boys tend to seek love relationships with girls 33(44%) of respondents concurred. This may be the cause of worry among girls pupils coupled with bullying in schools. They are such behaviours that make schools insecure places (Thang'wa, 2008, p.6) opines that:

> *What sends chill down the spine of many parents is the realisation that school managers have lost control and cannot stop bullying and other unbecoming behaviour that threatens to turn schools into death camps. The truth is that bullying in schools goes on unabated and appears unstoppable.*

When schools are no longer safe, the vulnerable pupils withdraw from them (Rono, 2010).

The table 4.2 above further indicates that 39(52%) of the respondents said pupils preferred to be out of school than be punished more so by female teachers. The argument is that female teachers are of low status to initiated boys (Rono, 2010).

Other studies on the same issue elsewhere found similar results (Abagi and Odipo, 1997). In an interview, a head teacher said:

> *Pupils after initiation think they are already adults and prefer to stay out of school rather than be punished by teachers. In fact most of them run away from school if they learn of a punishment.*

4.2.3 Teenage Pregnancy

The rate at which girls were getting pregnant was alarming as indicated in Figure 4.6. However, most girls who were victims of early pregnancies failed to return to school. It was singled out that cultural attachments to teenage pregnancies were a hindrance. Out of the 75 teachers interviewed, 64 (85.3%) teachers said there had been cases of pregnancies in their classes while 11(14.7%) did not have any cases of pregnancy.
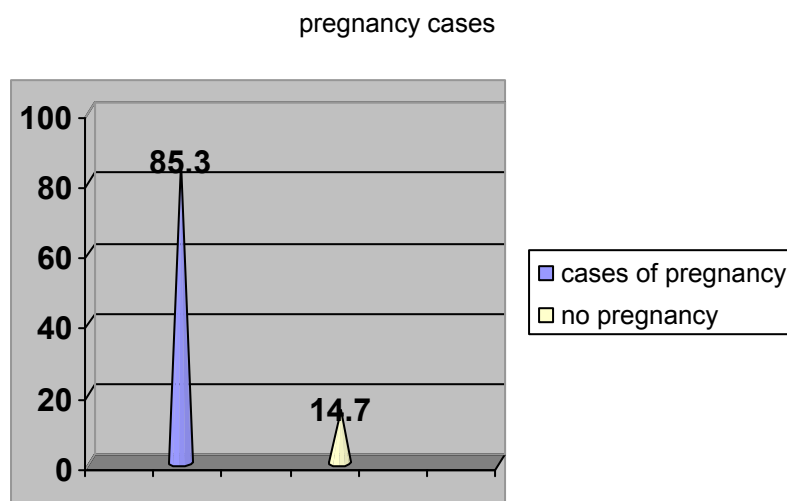
pregnancy cases

Figure 4.6 Teachers response on pregnancy cases

Figure 4.7 Teachers' response on previous number of pregnancy cases in their classes
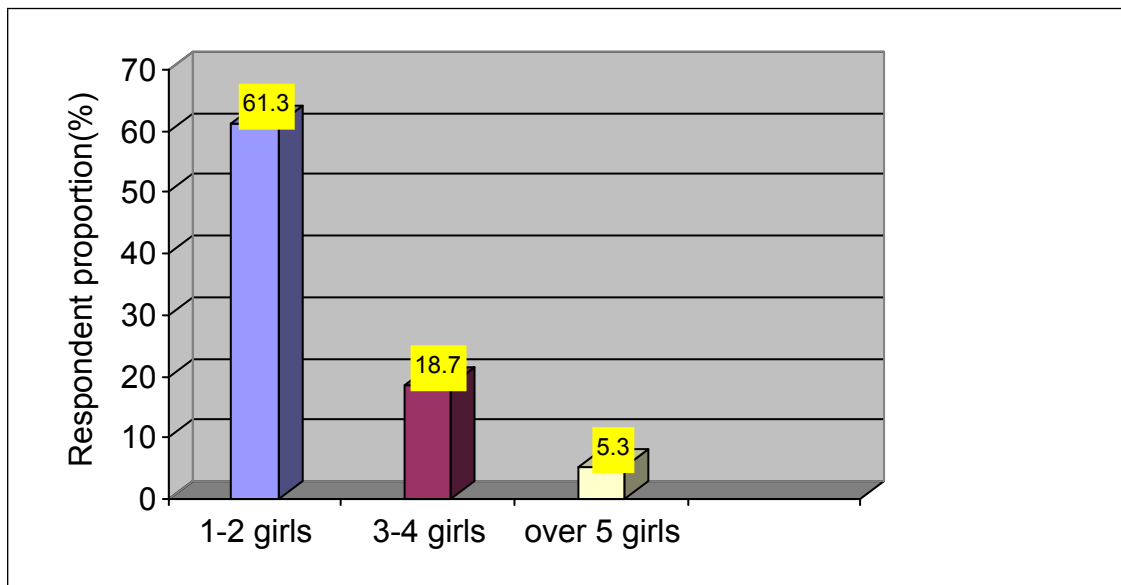
Out of these, a majority 46(61.3%) said there were a few cases of 1-2 individuals in their classes, while 14(18.7%) confirmed that they were affected with about 3-4 cases and 4(5.3%) said they had over 5 cases (Figure 4.7). It should be noted here that 11(14.7%) teachers did not have pregnancy cases as indicated in figure 4.6 above.

This study establishes that girls got pregnant as early as class six and even lower. Schools in this area begins to loose girls as from standard six or even lower. Therefore, it means that by the time they reach class eight several girls would have dropped out (see figure 4.6). That is why 4(5.3%) of respondents had experienced over than five girls getting pregnant. It also implies that pregnancy cases are common phenomena in public primary schools within Trans-Nzoia East.

Psirmoi (.2013) reported two cases that surprised their respective area District children officers. About 18 girls of Chepkurkur in Mount Elgon and 5 girls of

Cheplanget primary schools in Kericho had dropped out of school after they got pregnant in their respective schools. In an interview with head teachers, it was established that schools did not keep data on the number of girls who got pregnant and who had left to give birth. This revelation was in agreement with Osula (2007) who found out that secondary schools in Embu municipality had failed to keep record of girls who became pregnant. This was done probably be prove to the public and to the Ministry of education that pregnancy cases were on the decrease trend.

Table 4.3 Teachers perceptions on factors hindering girls in seeking readmission after giving birth

Variable		S A	A	N	D	S D	Total
i)Family view affected girl as a grown up	F(n)	13	20	18	16	8	75
	%	17.3	26.7	24	21.3	10.7	100
ii)A pregnant girl fear humiliation and isolation	F(n)	20	43	5	6	1	75
	%	26.7	57.3	6.7	8	1.3	100
iii)Teachers fear other girls may be influenced	F(n)	15	22	13	15	10	75
	%	20	29.3	17.3	20	13.4	100
iv)School Rules and regulations hinder the girl to return to school	F(n)	3	9	4	18	41	75
	%	4	12	5.3	24	54.7	100
v)Parent fear the girl may conceive again	F(n)	7	23	15	24	6	75
	%	9.3	30.7	20	32	8	100

vi)Cultural view affected girl as a disgrace	F(n)	11	18	11	20	15	75
	%	14.7	24	14.7	26.6	20	100
vii) A girl cannot manage a baby and school work.	F(n)	10	21	10	19	15	75
	%	13.3	28	13.3	25.4	20	100

The table 4.3 indicates possible reasons to why girls fail to seek re-admission after giving birth. Most teachers 63(84%) agreed that these girls never sought for readmission because they were afraid of humiliation and isolation from their peers and even teachers. While, 7(9.3%) of respondents did not accept the opinion.

On the statement, that teachers fear the affected girls would influence other girls who had not fallen victims of pregnancy 37(49.3%) of the respondents concurred. Those who gave a dissenting voice were 25(33.3%). This therefore implied that teachers probably failed to track down the girls in order to encourage them to seek readmission to school. On the statement that families view the girl as a grown up who would support herself 44% of the respondents accepted while, 24(32%) of the respondents rejected it.

On examining, the statement that the affected girls found it hard to handle schoolwork and the baby; teachers were divided right in the middle with 31(41.3%) concurring and 34(45.3%) giving a dissenting opinion. The fear by parents that the affected girl may get pregnant again in the event she is readmitted to school, 30(40%) of teachers sampled agreed with the perception. Those who gave a contrary opinion accounted for 30(40%). While 15(20%) did not offer their opinion on the perception. However, teachers were divided down the middle on the statement.

The traditional belief that girls who gave birth while in school or at a younger age were disgrace and should be isolated from others was seen to play a role. Although 35(46.6%) of the respondents did not support the statement, 29(38.7%) did support.

Finally when asked whether school rules and regulations were too strict to allow girls who had given birth to seek readmission to class, 59(78.7%) disagreed. While 16% agreed with the opinion.

This study establishes that low rate of girls seeking readmission to school was due to fear of humiliation and isolation from teachers as well as their peers. Table 4.3 indicates that 84% of the respondents held this view. Schools are no longer places where children can find happiness whether on the wrong or not. School head teachers have lost control of their stations (Thang'wa, 2008). Girls in this category are aware that already they have made a mistake therefore, it would be wrong for teachers and colleagues to continue revisiting the issue whether in public or in private. According to Kiminyo et al, (1992), emotions of a child rise if he or she is frustrated or humiliated by sarcasm, frowning at a pupil and laughing at a pupil in a derogatory manner. Further, an emotionally disturbed child cannot be expected to learn effectively. Most girls feel too stigmatised especially when the community blames them and the perpetrator goes unpunished (Plan Kenya Chapter, 2013). The girl feels that she would rather stay away than be exposed to ridicule. Consequently, victims of pregnancy value their character more than education, an opinion that agrees with Vroom's expectancy theory of motivation. Vroom argues that an outcome of an action either motivates or demoralises. In this case, the girl is traumatised and demoralised that is why she decides to drop out of school.

More importantly there is need to create a child-friendly atmosphere in schools. Murray (1994) postulates that, adolescents highly depend upon one another for self-esteem, companionship, and intimacy. Girls who had given birth should be encouraged and accepted in order to build their self-esteem.

The schools' head teachers revealed that a strict rather but not written rule on pregnancy was in place in schools. This strict and private condition ensured that affected girls would find it difficult to seek readmission in their former schools. One head teacher said, 'if I readmit her what message am I sending to other girls? This is a threat that has the potential to set off an epidemic of immoral and promiscuous behaviour'. Some school head teachers noted that the only option was to advise the pregnant girl to seek an alternative school. This advice was offered before a parent.

The action creates three problems, that if the school is nearby, then the girl is forced to attend a school located far from her home. Basing on the findings of these study pupils in this area covered long distances of over 2 kilometres as shown in figure 4.8, and on foot a view that was supported by 72(96%) of respondents. The girl has to grabble with pregnancy and long distances if she accepts the condition. Two, that if the girl preferred the school which was rejecting her on the strength of pregnancy then learning no longer became her option. Saiyadain (2009) noted that whenever there is no well-formulated transfer policy it undoubtedly breeds a state of uncertainty among individuals. Finally, the teen-mother reconstructs her identity as that of a failure and loser in life as Achoka and Njeru (2012). These therefore, make the girl to become vulnerable to school dropout.

On further probe, head teachers said that they never sought to know whether the girls who had given birth went back to school or not, since it was none of their business. Osula (2007) was of the opinion that schools should track down girls who had given birth with an aim of encouraging them to seek for readmission. Plan Kenya Chapter (2013) noted that Kenya National School Health Policy encouraged and facilitated a return to school after giving birth. Therefore, teachers have moral as well as parental responsibility to follow-up and encourage the affected girls to continue with their education.

4.3 Security factors influencing school dropouts
4.3.1 Difficult conditions at school
For purposes of analysis the five point likert scale of Strongly Agree (SA) and Agree (A) were combined to form Agree (A), and Disagree (D) and Strongly Disagree (SD) were combined to form Disagree(D). Almost all the teachers who were interviewed 72(96%) were of the opinion that there were indiscipline cases among pupils in their classes while 3(4%) said no to the perception as indicated in the figure 4.8.

Figure 4.8 Teachers' perceptions on cases of indiscipline
The figure 4.8 indicates how pupils in the study area were indiscipline

Indiscipline cases

No,
4%
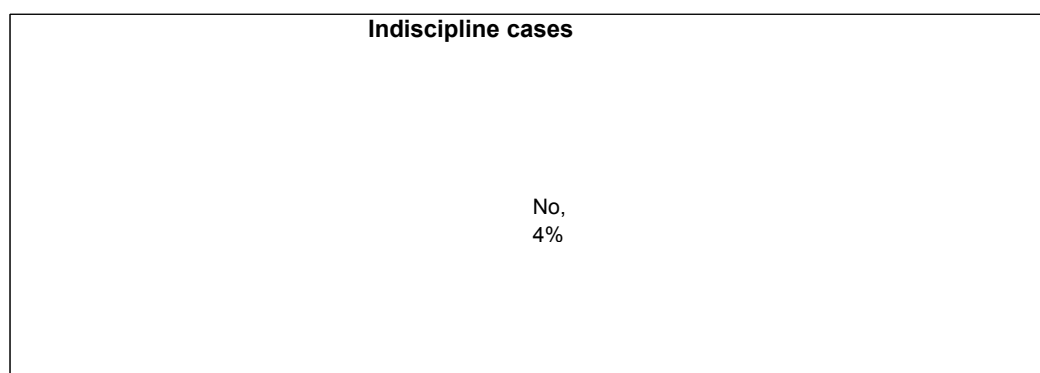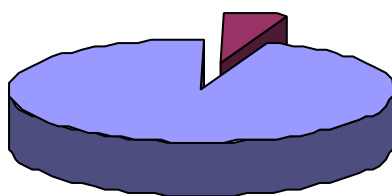
Yes, 96%

The figure 4.8 indicates pupils' levels indiscipline

The perceptions of teachers on various types of indiscipline

Table 4.4 Perceived causes of indiscipline in school

Variable		S A	A	N	D	S D	Total
i)Sexual harassment by opposite sex	F(n)	5	19	18	21	9	72
	%	6.7	25.3	24	28	12	96
ii)Stealing property by other pupils	F(n)	22	42	3	3	2	72
	%	29.3	56	4	4	2.7	96
iii)Abusive terms from teachers or other pupils	F(n)	24	32	3	10	3	72
	%	32	42.7	4	13.3	4	96
iv)Rape of girls by boys or other people	F(n)	0	4	17	36	15	72
	%	0	5.3	22.7	48	20	96
v)Fighting among pupils	F(n)	27	30	0	12	3	72
	%	36	40	0	16	4	96

Table 4.4 indicates that sexual harassment such as touching another without consent among pupils were not so much defined since 30(40%) of the respondents disagreed with the view. However, 24(32%) supported the statement. Most of the teachers 64(85.3%) concurred with the statement that pupil engage in stealing one another's property. Another 3(4%) rejected the perception.

On the perception that pupils use abusive terms against each other 56(74.7%) of the respondents agreed while 13(17.3%) disagreed. A significant portion of teachers 51(68%) disagreed while another 4(5.3%) agreed with the perception that pupils rape other pupils. A significant large portion of respondents 57(76%) concurred compared to 15(20%) who disagreed with the perception. Therefore, the study establishes that a good number of pupils engaged in fighting or bullying.

An overwhelming portion of teachers 72(96%) said that pupils were not disciplined, compared to 3(4%) who were of the contrary opinion. This indicates that schools are no longer safe for the most vulnerable pupils. Thang'wa (2008) revealed that parents were apprehensive with the safety of their children because the school managements had lost control. However, the findings of the study are in agreement with Poipoi et al (2010) who established that hazards in school environment such as physical bullying from fellow pupils played a role in lowering the victims' self-esteem.

Table 4.4 indicates that 85.3% of the respondents singled out stealing, 76% physical fights and 74.7% abuses as common phenomenon in their respective schools. For the purposes of discussion, these indiscipline acts were treated as harassments. In studies by (Human rights Watch, 2013, Momanyi, 2009, Poipoi et al, 2010,) it was found out that acts of physical fights ranging from slapping, whipping among others produced children with psychological problems. They go on to say, victims show signs of depression, withdrawal and anxiety. The Human rights watch (2013), pointed out that children often dropped out of schools because they had nobody to protect them or to turn to for protection. Others were afraid of retaliation from the aggressors in case a report was made to school authorities.1

Poipoi (1999) cites verbal bullying which are characterised by negative comments about victim's appearance, target of rumours and sexual comments impact negatively

to the victims. Harassment amounts to degrading one. In a school situation, a pupil can absentee himself or herself because he or she has low level of psychological abilities to cope. In case harassment is not controlled, the victim eventually decides to drop out of school. This finding concurs with the findings of Murray (1994) that, children who experience problems with their peers are at risk of later life difficulties. He argues further that, teenagers would rather be alone than risk public humiliation. An environment that is oppressive make children to live in constant fear and anxiety (Sila, 2011).Therefore the current study finds this assertion by Sila true.

Forms of punishments applied in schools
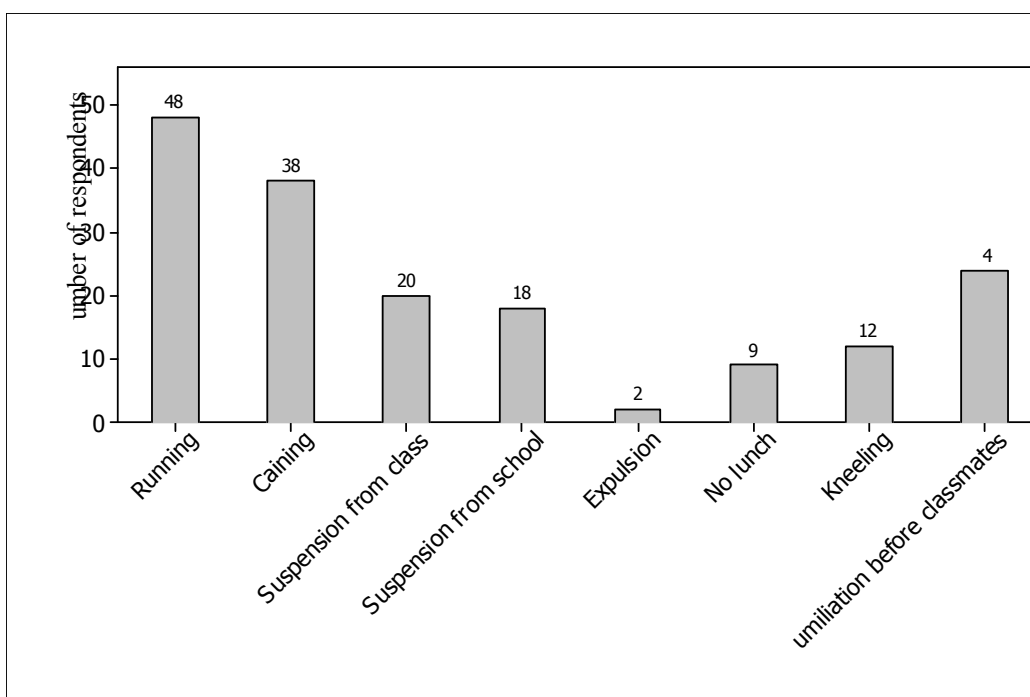
Figure 4.9 Perceived forms of punishment for indiscipline

The teachers were asked to pick forms of punishments that were applied to reform deviant upper primary pupils. A majority 48(64%) of the respondents forced pupils to

run several rounds to a determined destination. Caning or corporal punishment attracted 38(50.7%) support.

However, other forms of punishments were humiliation in public by being made fun of 24(32%), while 20(26.7%) suspended their pupils from attending class lessons, another 18(24%) suspended pupils from school; the remaining types of punishments were not popular with respondents as indicated in figure 4.9.

Caning was common in most schools visited. For instance, the researcher observed in one school where a teacher was administering corporal punishment to over 10 pupils just before they left for home in the evening. A similar practice was observed in some schools. Mass caning was done just after lunch and during games time. On inquiring about caning, one of the head teachers confidently showed the researcher a punch of sticks stocked in her office used for caning pupils. Though the class teachers said they forced pupils to run, most head teachers interviewed said caning was the most preferred form of punishment given to pupils. A head teacher said 'I do cane; remember spare the rode spoil the child. Caning saves time wastage and is the most effective correctional method' in reference to a biblical verse.

International as well as national legislations have outlawed corporal and any forms of cruel and degrading punishment to students or people (GoK, 2001; GoK, 2010; UN, 1948; UNESCO, 2000). This could be the reason why teachers were changing tag. Instead of inflicting physical pain (corporal punishment), they force pupils to run around a given distance, going by 64% respondents who supported it, as shown in figure 4.9. Other forms of punishment are gradually gathering momentum like public humiliation 32%, suspension from attending class lessons or school, a perception supported by 32% and 26.7% respectively. In a research done by (ANPPCAN, 2000, Tikoko and Bomett, 2011), it was established that corporal punishment was associated with depression, low self-esteem and poor relationships with parents and other people. The condition impedes pupils' ability to learn and reason, feel lonely, sad, abandoned and angry. The current study agrees with the findings of ANPPCAN (2000).

The researcher observed how pupils who were caned reacted. Many pupils left for home crying, jumping up and down, and showing signs of being traumatised. Some pupils drop out of school because they cannot withstand such kind of humiliation and more so in public. This is done in order to avoid embarrassment before their potential girlfriends or peers Tikoko and Bomett (2011). This situation is worse in mixed schools where one would not want to be seen weak especially boys to girls or vice versa.

The finding of the study concurs with the literature review on violence at school and its influence on dropout. That teachers and to a certain extend prefects subject pupils to harassment both physical and psychological. Students are caned and are subjected to public humiliation.

4.3.2 Distance to School
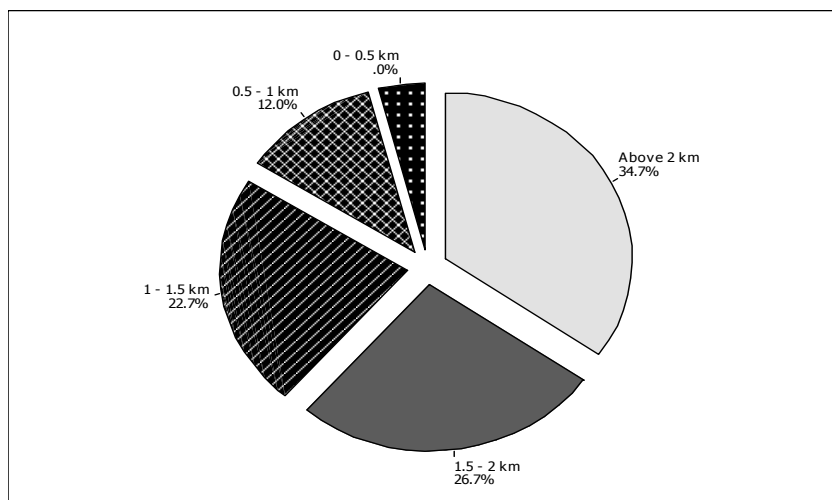
Figure 4.10 Teachers' opinion on distances travelled by pupils to school

On the statement that sought to know if pupils travel long distances, a majority of the respondents (94.7%) said yes, while the remaining (5.3%) gave a dissenting opinion. 34.7% of the respondents said pupils were drawn as far as 2 km and over. Another portion of 26.7% noted that most of their pupils are drawn within a range 2 kilometres

and lesser away from the schools as shown in figure 4.10. This implies that most schools are located within a range of three kilometres and over. Therefore, there are possibilities that pupils spend around one hour or more depending on how one was fast to get to school or home.

On the statement that sought to establish the main mode of transport used by pupils (96%) of the respondents said that they walk to and from school on foot and only (4%) use bicycles. This implies that most pupils walk to and from school daily on bare foot or on worn out shoes as observed by the researcher.

When asked whether the long distances was a contributing factor to pupils dropping out of school 56(74.7%) teachers said yes while only 19(25.3%) said no to that perception.

The statement having 74.7% support from sampled teachers, implied that long distances posed a challenge to pupils' education.
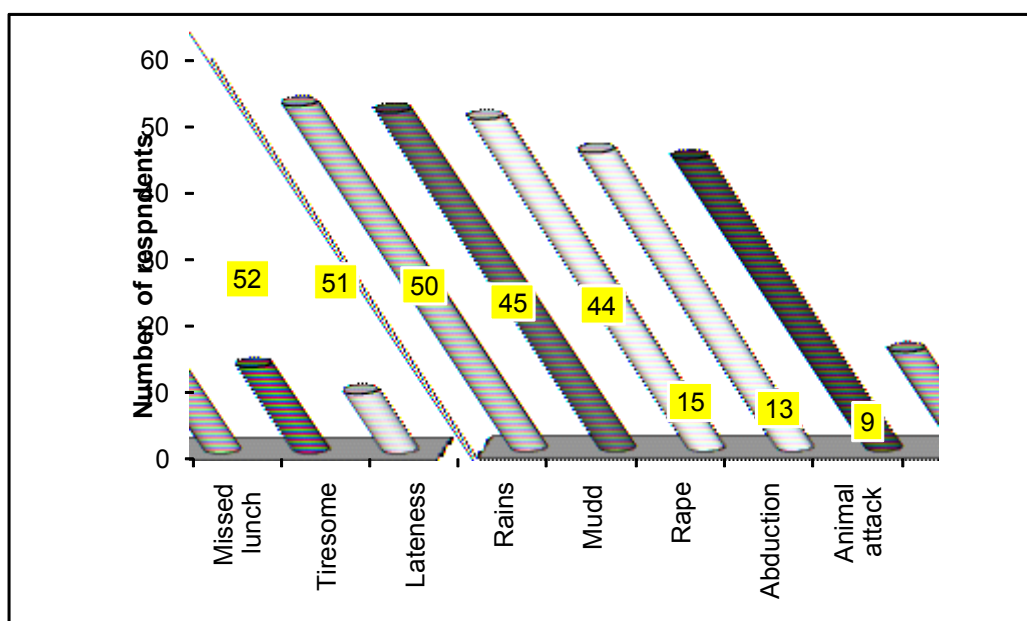
Figure 4.11 Perceived effects of long distances on pupils

Several factors arising from long distances are said to influence pupils to drop out of school. They are, failure to go for lunch 52(69.3%), tiredness 51(68 %), lateness 50(66.3%), wetness 45(60%), and getting soiled 44(58.7%). The identified problems confronted upper primary pupils daily as indicated in figure 4.11.

Researches have shown that long distances came with wide range of problems that affect the students. Ibrahim et al (2008) asserts that the longer the distance the higher the risk of dropping out. To him, urban pupils had lesser chances of dropping out than rural pupils did. The main reason was that schools in urban centres were closer to the child than most of rural schools in Uganda. Further, Jagero (2010) found out that poor performance in secondary schools in Kisumu municipality and eventual student dropout was associated with tiredness and lateness caused by long distances. Though the current study, agree with their findings, it further established that pupils in Trans-Nzoia East failed to get or go for lunch, and were exposed to bad weather conditions especially during wet seasons. These problems pupils are subjected to, influences their decision to drop out of school.

In an interview with head teachers, they said bad weather posed a big challenge on pupils' attendance. In one of the schools it was pointed out that in January 2013, the enrolment of class six was 160 pupils but at the time of research July 2013, only 132 pupils were present. The discrepancy noted was associated with wet season of April-August. Matters proved difficult due the fact that most pupils usually walk on bare foot covering a distance of over 6 kilometres daily both to and from school. This view was supported by 96% of respondents while only 4% were of the contrary opinion. Long distances and its related problems contribute immensely to demoralisation of pupils, given that high academic performance is also expected out of them.

4.4 Family Background that influences pupil dropout

4.4.1 Ability to Finance basic education
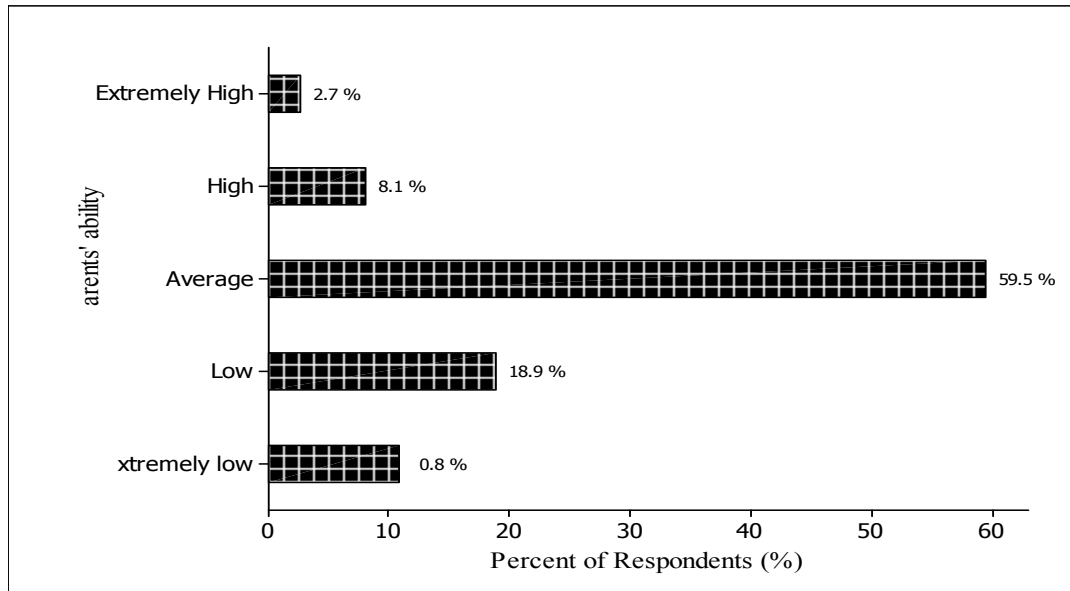
Figure 4.12 Teachers perceptions on parents' abilities to finance basic education

Results of this study reveal that most teachers (59.5 %) were of the opinion that families in Trans-Nzoia East district were average in terms of their ability to finance the requirements of basic education. The proportion of those who thought the families' abilities were high accounted for 10.8% as shown in figure 4.12. From the findings, it is clear that 70.3% teachers were of the opinion that parents had the financial ability to sustain children in school while 29.7% said parents were poor.

Table 4.5 Teachers perceptions on how family background influences school dropouts

Variable		S A	A	N	D	S D	Total
i)Parents reluctant to know academic work of children	F(n)	21	33	9	9	3	75
	%	28	44	12	12	4	100

ii)Children withdrawn to assist in wealth generation	F(n)	21	31	12	8	3	75
	%	28	41.3	16	10.7	4	100
iii)Children feel they are already living comfortable life	F(n)	3	24	10	29	9	75
	%	4	32	13.3	38.7	12	100
iv)Will inherit family wealth	F(n)	7	13	12	27	16	75
	%	9.3	17.3	16	36	21.4	100
v)Married off early to generate wealth (dowry)	F(n)	2	16	22	30	5	75
	%	2.7	21.3	29.3	40	6.7	100

A majority of teachers interviewed (72%) thought that lack of concern from parents was a factor that influenced pupils to drop out. (16%) teachers rejected this view. Another significant portion (69.3%) of respondents were in consensus that children especially in upper primary classes were withdrawn from school by parents to assist them in wealth generation. While, (14.7%) of respondents disagreed to the perception respectively. (57.4%) of teachers however rejected the perception that children expected to inherit family wealth instead of seeking education, with 26.6% agreeing. Another (50.7%) and (46.7%) also disagreed with the perception that comfort provided in homes and forcing girls to get married influenced dropout rates respectively. However, only (34.7%) and (24%) agreed with the perceptions respectively as indicated in table 4.5.

The study shows that, not only do children from poor background fail to complete primary education but also those from economically endowed families. The reasons for that state of affairs are two one, parents puts more emphasis on wealth generation at the expense of education as supported by 70.6% of teachers and two, children are

withdrawn from school in order to either take care of homes or participate in assisting parents at work as indicated in table 4.5. Vroom in his expectancy theory of motivation argues that an individual will engage in a task if he or she believes that it has a reward. Dropouts as well as parents believe that engaging in other tasks would generate money than in education. Education to them has no immediate returns.

In studies done by (GoK, 2004; Momanyi, 2009; Mutai, 2010) they strongly associated poverty with school dropouts, however the current study has rejected the perception found by these studies. The study establishes that pupils in Trans-Nzoia East drop out of school in order to assist parents not withstanding the fact that most families are economically stable. (70.3%) teachers said most households have the ability to meet the cost of education as indicated in figure 4.12.

Kiarie (2013) reported that hundreds of underage children were arrested in various bars in Nairobi. Many parents admitted to have been too busy to care for their children. Besides, Uwezo (2011) found out that in Kenya, 15/100 families had never attended even a single school function. This shows that parents do not care for their children's education and welfare. Most of the head teachers interviewed noted that pupils could have taken advantage of the carefree parents to become influential decision makers on whether to go to school or not. The head teachers cited the months of march-august when absenteeism rate rises sharply. One of the head teachers was at pain to narrate how a bright pupil left school to go to manage a family Tractor. When he tried to pursue the pupil with an aim of making him continue with education, the pupil almost overran him with a Tractor. Therefore, this study concurs with the literature review on family background and its influence on school dropout. The literature review notes that children are withdrawn from school to participate in wealth generation.

Table 4.6 Existence of certain educational programs and examination in their schools

Educational programs	Yes		No	
	F	%	F	%
1.Attending Field Trips	24	32 %	51	68 %
2.Attending symposiums	2	2.7 %	73	93.3 %

3.Participating in sports and games	72	96 %	3	4 %
4.Weekend and holiday coaching	17	22.7 %	58	77.3 %
5.Taking class exams	74	98.7 %	1	1.3 %
6.Taking zonal exams	74	98.7 %	1	1.3 %
7.Taking divisional exams	73	93.3 %	2	2.7 %
8.Taking district exams	71	94.7 %	4	5.3 %
9.Holding class celebrations	15	20 %	60	80 %
10.Holding school celebrations	36	48 %	39	52 %

Table 4.6 shows teachers' responses on the availability of various educational programs and examinations in their schools. Most of the teachers (96%) said their pupils used to participate in sports and games programs. Another (98.7%) identified class and zonal examinations that were taken. While (93.3%) and (94.7%) said, upper primary pupils took both divisional and district examinations. The teachers (68%) said that pupils did not participate in field trips while only (32%) were in support of the perception. The same perception was held by (93.3%) on participating in symposia. Finally, any kind of celebration were not popular since (80%) and (52%) rejected while (20%) and (48%) were in support of the perception that pupils participated in class and school celebrations.

All the teachers interviewed said that all the educational programs and examinations in table 4.6 required funding and therefore they could not succeed without sufficient funds.

When asked who exactly met the costs of educational programs and examinations, 2(2.7%) thought it was the pupils themselves, 59(78.7 %) believed it was done by the parents whereas 2(2.7 %) thought it was met by churches. On the belief that teachers dug into their pockets to fund these programs, 15(20%) agreed while 43(57.3 %) were in agreement with the notion that government supports these programs entirely as shown in table 4.7.

Table 4.7 Who met the cost of educational programs and examinations

Variable	F	%
1)Pupils	2	2.7
2)Parents	59	78.7
3)Churches	2	2.7
4)Teachers	15	20
5)Government	43	57.3

Parents pay for the above educational programs and examinations as indicated by (78.7%) of the sampled respondents. However, another (57.3%) said government paid for it. The resultant problem was that in the event a parent failed to raise the extra-levy then his or her child risked being send away as shown in figure 4.13.

According to head teachers financial inability, made some pupils to miss some or all of the programs and examinations. Therefore, the overall academic performance of a pupil was negatively affected. The option left is to drop out of school. A head teacher said;

> *I have never had the whole class sit an exam where examination was charged. Since these exams are often used as end term or end year evaluations, some pupils drop out of school when asked to repeat a class due to lack of grades or examination marks.*

On further probe, the head teachers indicated that parents were required to meet salaries for teachers employed by Parents Teachers Association (PTA). It was established that some of the schools visited had employed an average of two teachers. Motivation programmes were in many schools, in which teachers and pupils who performed well were rewarded with gifts. Parents paid for all. On examination the head teachers said classes seven and eight and more specifically class eight were given examination almost on a weekly basis. When all programmes were summed, an average sum of ksh.4000 and over was charged per pupil in classes 7, 8, and most specifically class 8. This research finding agrees with Odawo (2011) as cited by The Link (2011). Odawo found that Busia based primary schools were charging Ksh.200. per child per month. He further noted that class 8 pupil was required to pay a total of Ksh.8000. The inability to pay whether willingly or otherwise influenced the pupils' dropout rate. What was interesting was that this 'silent fees' was not receipted as one head teacher beckoned the researcher not to highlight it anywhere. He further said the arrangement was between the school and parents only. Therefore, the finding was in agreement with the literature review on the influence of family background on school dropout. In the literature review, hidden fees were gradually creeping back into schools despite government's ban.

The inability by parents to fund education had an effect on school's physical structure development. There were several schools that had problems related to poor physical structure. The researcher observed some buildings especially classrooms and toilets that were almost in a state of collapse. Many classrooms had no windows, windowpanes, and doors. Besides, the floors were not cemented making them very dusty. In one school, class 8 floor was made of stones and at the time of visit, it was wet because of overflow of rainwater. Toiletry was in a bad state as observed. In some

schools, the researcher found long queues of pupils lined up in few toilets available, while in others pupils were seen helping themselves outside. The scenario becomes worse when girls help themselves behind overflowing toilets despite boys or men's presence.

When the teachers' perceptions were subjected to a likert scale (Figure 4.13), 44% of the teachers strongly agreed that failure to finance these programs would lead to school dropout, while another 25.3% agreed with the perception. Only 17.3% were of a contrary opinion while the rest (13.3%) were neutral as concerns this statement.
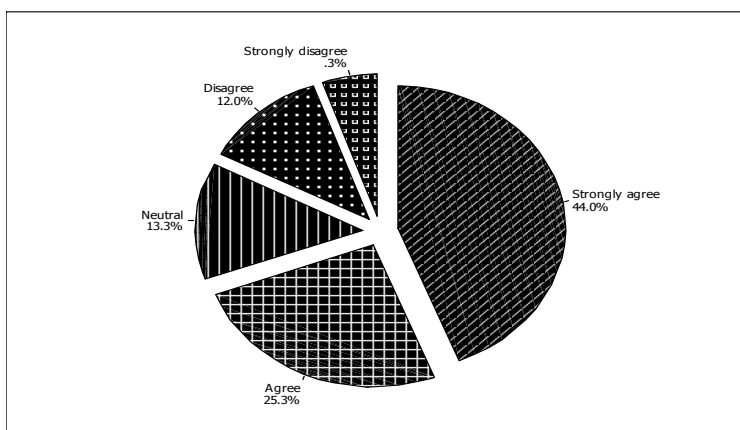
Figure 4.13 Teachers responses on the opinion that failure to finance educational programs leads to school dropouts

In earlier discussion, teachers held the perception that Trans-Nzoia East had parents who were able to meet educational needs or financial obligation of their children. However many parents are aware that education is free and the commitment made by the government to the people. (GoK, 2004 p40) this policy states that;

> the government will ensure that no potential student will be denied access to education or training for reasons of inability to afford…..develop mechanism for support to households and regions that cannot afford.

The Sessional paper further committed to (GoK, 2004. p.22) ''ensuring that school facilities are gender responsive…especially in mixed schools''. Parents had abdicated

their responsibility to the government and other supportive agencies that is why 69.3% of the respondents said failure to finance the educational programs and examinations had influenced the pupils to drop out of school as shown in figure 4.13. Therefore, the current study agrees with the findings of Fedha (2013) that parents in Kisumu municipality were concerned with activities that helped them to raise family income as opposed to their children's education.

Parents may be hiding under the cover of poverty not to build schools or provide necessary learning facilities and meet financial obligation according to teachers interviewed. Therefore, the current study disapproves the findings by (Ibrahim et al, 2008) that associated school dropouts with poverty among families.

Veele and Sarah (2008), argues that many students in South Africa left school because of criticism and humiliation inflicted on them by educators. To them poverty drew children to school since it acted as a source of hope and way out of poverty. Punishments given for non-payment like withholding report card and humiliation through comments negatively affected learners. Further, the issue is not about lack of affordability but the poverty of a child in relation to others and the process through which the child is excluded from school. The challenge is to make schools more attractive and interesting (Marcela, 2013).

4.5 Peer Influence

Pupils dropped out of school because of peer influence. Teachers were of varied opinion on the extent of its influence on school dropouts. Figure 4.14 show that 44% of the teachers were of the opinion that the influence is high. Another proportion (45.3 %) of the respondents perceived the influence to be average but only 10.7 % perceived the influence to be low.

Figure 4.14 Peer influence on school dropouts
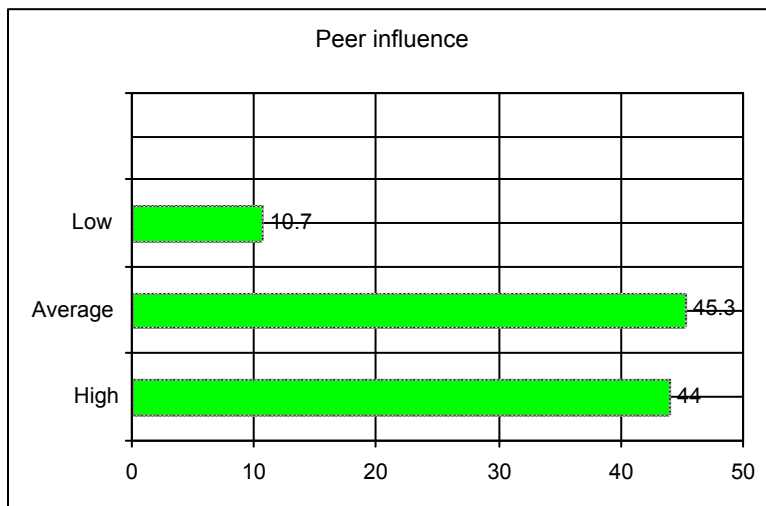
On examining how peer pressure influences school dropouts certain statements were made. The results of teachers' perception on how peer pressure influences dropouts were recorded in table 4.8.

On the statement, those dropouts who are already successful in life lure pupils to drop out of school. (50.7%) of the respondents agreed, on the contrary, (32%) disagreed as indicated in table 4.8.

Table 4.8 Teachers perceptions on peer pressure factors that influence school dropout

Variable		S A	A	N	D	S D	Total
i)Attracted by successful life of dropouts	F(n)	13	24	17	18	3	75
	%	17.3	32	22.7	24	4	100
ii)Pressure to get out of prison-like school	F(n)	17	21	13	15	9	75

	%	22.7	28	17.3	20	12	100
iii) To conform with dropouts	F(n)	16	15	20	3	21	75
	%	21.3	20	26.7	4	28	100
iv)Lack of hope to transit to secondary education	F(n)	12	23	17	11	12	75
	%	16	30.7	22.7	14.7	16	100
v) Failure to secure employment by those who had finished school	F(n)	18	25	13	11	8	75
	%	24	33.3	17.3	14.7	10.7	100

Teachers were further asked on the statement that school dropouts inform pupils to get out of prison-like school environment (49.3%) of the respondents concurred while (32%) were of dissenting opinion.

On dropouts enticing those in school with gifts or attractive offers so that they stop going to school (49.8%) of the respondents agreed while (28%) differed with the statement.

On the idea that pupils drop out of school since they see many youths who had completed education jobless and desperate. A significant portion (57.3%) of the teachers supported while (25.3%) disagreed with the opinion.

The perception that one may not secure employment on completion of education negatively affected primary school education. Table 4.8 indicates that (57.3%) of the respondents concurred. It is this perception that may have led to high level of absenteeism among upper primary pupils. As earlier discussed, the head teachers said that chronic absenteeism between the months of April- August was evidence enough for dropout rates. For instance, one school registered 160 pupils in January but at the time of research in July 2013, there were only 132 pupils in class seven. This finding

concurs with Uwezo (2011) which reported that Trans-Nzoia East had an attendance rate of (57.97%) on the day their research was done. However, the report continues to say that 4/10 children miss classes daily. Kiminyo et al (1992), Murray (1994) and Poipoi (2011) identify lack of hope as psychological problem that manifest in different forms such as low self-esteem leading to disengagement, absenteeism and aggressive behaviours. Further, (Cole, 2002. p. 101) asserts that 'the perception that one will not join secondary school or get employment lowers the esteem and determination of a pupil'.

Dropouts had taken advantage of the tough conditions spelled out in some schools to advise those still learning to get out of prison-like conditions. The view was supported by 50.7% of the respondents. Closely related to it was the perception that pupils were enticed or influenced by certain favours to drop out an opinion that was supported by 49.3% of the respondents as indicated in table 4.8. To dropouts life outside school is full of freedom and fun where there are no controls or restrictions. In an interview, a head teacher said that the dropouts having been members to the school understood their peers very well and they knew whom to attack. The statement approves the earlier findings that pupils in upper classes were subjected to difficult conditions in school, that is why they drop out in order to avoid them. Murray (1994) says that adolescents are highly dependant on one another for self-esteem and companionship and decision-making. Given that comfort was no longer found in school and to make matters worse their parents were not interested in schoolwork or their welfare, pupils had opted to drop out of school. Their intention is to search of a more welcoming group, which was found among the dropouts.

The expectancy theory of motivation by Vroom argues that an individual will only do a task that offers him or her emotional satisfaction. By joining colleagues who had dropped out of school the child will be looking for a more rewarding and secure environment which is not available in school.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings and conclusion that were drawn from the findings. Recommendations that arise from the conclusion are provided. Suggestion for further researches is included.

5.1 Summary of findings

5.1.1 Cultural practices and their influence on school drop out

The teachers were of the opinion that upper primary pupils could not communicate in English language because of the influence of mother tongue, other languages and teachers. The teachers said that English language is used as the main media of communication in all subjects except Kiswahili. Therefore, they were forced to apply several methods both harsh and soft in most cases causing a lot of discomfort to pupils. This was done to ensure pupils become competent in its use. Figure 4.4 indicates that 56% of teachers said pupils were not comfortable with English use. The head teachers concurred with class teachers that pupils could hardly or express themselves in English. Punishments meted out to pupils whenever they failed to use English more often than not made pupils associate pains with it. Difficulties in English use and daily punishments given to pupils influenced them to drop out of school in order to avoid these painful conditions and experiences.

Teachers also claimed that pupils in upper primary classes were forced to drop out of school due to the pressure from their cultural beliefs and practices. More specifically boys after undergoing initiation rite acquire new behaviours that increase daily conflicts with teachers and school management. Table 4.2 indicates that boys after undergoing initiation rite they:

i) Underrate any female person whom they refer to as a 'kid' who is to be controlled, a view supported by 53.3% teachers.

ii) Tend to engage in physical fights at any little provocation going with 52% teachers who held the opinion.

iii) Often reject to be punished more so by a female teacher going by 60% of teachers who supported the opinion. An initiation rite therefore transforms pupils who were obedient to school authority to rude and disobedient individuals. For pupils who cannot withstand this they opt to drop out of school.

Teachers pointed out that pregnancies among girls from classes six, seven and eight were very common. Figure 4.7 shows that 61.3% had1-2 cases, 18.7% had 3-4 cases and 5.3% over 5 cases respectively in their classes. It also indicates that by class eight several girls would have fallen victims of teenage pregnancy. However, girls failed to seek readmission after giving birth because they were afraid of being made fun off by both teachers and peers. The unwelcoming school environment destabilised the girls emotionally. Table 4.3 shows that 82% of the respondents were of the view that girls failed to seek readmission because they were afraid of humiliation and isolation they would face in school. This implies that school did not have any mechanism of protecting and incorporating girls who were victims of pregnancy.

5.1.2 Security factors influencing school drop out

According to table 4.4 it was established that 85.3% teachers said pupils engage in stealing others property, 74.7% abuse others, while 76% engage in fighting. When schools expose pupils to insecure conditions, the most vulnerable pupils are bound to suffer. Further, figure 4.9 indicates that 64% teachers forced pupils to run several trips to a determined destination and another 50.7% caned in disciplined pupils. Corporal punishment was a popular method of reforming deviant pupils going with head teachers' comments and the observation made by the researcher. Pupils in this study area have no safe place to hide or stay. Fellow pupils steal their property, abuse them, and to the extreme beat or fight them. The insecure environment in schools influences the vulnerable pupils to hate school and therefore become victims of school dropouts.

Pupils in this area walk long distances to and from school. Figure 4.10 indicates that a majority 96% of sampled teachers noted that pupils walk barefooted over than 3 kilometres to and from school daily. These long distances come with its problems such as those presented in figure 4.11. It shows that 69.3% teachers said pupils failed to go for lunch. 68% teachers said pupils got very tired hence; they lost strength to

concentrate on class work, which affected their academic performance.66.7% teachers noted pupils failing to be punctual to first lessons and 60% teachers said pupils were rained on especially during wet season so they were bound to suffer from cold related sickness. Besides, their books got wet too. Finally, 58.7% of sampled teachers said pupils were soiled because of slippery routes. Pupils exposed to such harmful and dangerous conditions eventually loose hope in schooling consequently they drop out of school in search of a more secure places.

5.1.3 Family Background that influences pupil dropout

Teachers indicated that a majority of households had the ability to meet financial obligations of their children as indicated by figure 4.12. However, table 4.5 indicates that,

i) 70.6% of respondents said parents were less concerned with their children's education. This `was because they hardly consulted teachers or paid visits to schools in order to find out their children's progress. Hence, children took advantage of the loophole to withdraw from schools.

ii) 69.3% teachers disclosed that parents withdrew children from schools so that they could assist in domestic work or engage in family business. Parents in this study area could have lost hope in education. Alternatively, they had decided to concentrate on generating and building their family wealth at the expense of education.

Table 4.7 shows that schools charge money. Over 90% of the respondents said that parents are required to pay for series of examinations (see table 4.6). Head teachers said that examinations are given to standard eight pupils almost on a weekly basis. They further noted that more money was spent on PTA employed teachers. Cumulatively it was established that a pupil was supposed to pay more than Ksh.4000 per year. Aware that the government provides free education parents had decided not pay any money to school but instead withdraw their children from school. They secretly did so, to avoid a backlash from head teachers in the event they failed to raise fees, which was part of their agreement with school management.

5.1.4 Peer Influence on school dropout

The teachers said that peer influence exerted a lot of pressure to upper primary pupils to drop out of school. Table 4.8 demonstrate that 57.3% of sampled teachers held the opinion that the high figure of the jobless school graduates had negatively influenced pupils in academic performance and school attendance. Education no longer attracted pupils because it could not propel them either to secondary school or to any job. However, 57, 3% teachers said that their colleagues who had earlier on dropped from school lured pupils. Dropouts may have cleverly used the harsh and tough conditions in schools to lure them to get out. They demonstrated to them how peaceful and relaxed the out-of-school environment provided. There being no restrictions, it attracted pupils who were in school to drop out with the main aim of enjoying the said environment.

5.2 Conclusions

Based on the findings of the study, the following conclusions were arrived at:

5.2.1 Cultural practices and their influences on pupils' dropout

According to the findings of this study, teachers were of the opinion that the emphasis on use of English language was found to be unpopular among pupils in upper classes. 56% teachers said pupils hate it (see figure 4.4) therefore it influenced pupils to drop out of school. Matters got worse when teachers punished whoever was found not communicating in English. In this case, English use by pupils was associated with pains.

Initiation rites were found to be a factor influencing school dropout rate. 93% teachers (see figure 4.5) noted a significant behaviour change among boys than it was for girls. Campaign against female circumcision seemed to have succeeded. However, the training given to boys in seclusion drastically altered their behaviour because some became more rebellious to both teachers and colleagues. Female teachers and boys who had not undergone initiation experienced the highest problems.

Teenage pregnancies were found to be on the increase. Figure 4.6 shows that 85.3% teachers said that they had cases of pregnancies in their respective classes. The teachers noted that not all victims of teenage pregnancy sought readmission despite the government policy allowing it. Teachers said the victims were afraid of being isolated and humiliated in the event they went back to school. Moreover, most teachers had failed find out the whereabouts of girls who dropped out of school as a result of pregnancy.

5.2.3 Security factors influencing pupils' dropout among upper primary classes

The study established that schools were no longer safe places for pupils going with 94.7% and over 50% (see table 4.4 and figure 4.9 respectively) of teachers who supported the view. Pupils were subjected to harsh punishments from teachers and prefects. Further, there were poor inter-pupil relationships. This implies that the weak and the vulnerable had difficult life at school. This made them to loose hope in schooling and eventually dropped out.

Teachers said that long distances exposed pupils to several problems such as missing early morning lessons and after lunch ones, being rained on, being soiled on slippery and muddy routes and even getting tired. Pupils in these schools are exposed to a difficult life and conditions, which play a role in influencing school drop out.

5.2.4 Family background and its influence on pupils' dropout

The teachers said that most parents did not like visiting schools to find out how their children were performing. Parents were in most cases engaged in money generating activities. That is why over 70% (see table 4.5) teachers noted minimal parental concern or participation in their children's education. The study further established that parents often withdrew their children from school in order to assist in either taking care of the home, engage in production of wealth or in business.

Schools had reintroduced fees to pupils especially for classes 7-8 with the knowledge or without knowledge of Ministry of education officials; that was the reason why pupils who failed to raise the money dropped out school. Apparently, parents were aware that primary education was free and compulsory. Therefore, because of fear to

challenge head teachers on fees payment, they had alternatively engaged their children in family business. This action by parents influenced children to drop out.

5.2.5 Ways in which peer factors influences pupils' dropout

The teachers said that pupils who got in contact with their friends who had finished school but had not secured any employment or joined secondary school, acted as a negative motivator. Education was therefore perceived to be useless. Besides, as already established by teachers, most schools subjected pupils to inhuman treatment given that caning was perceived to be normal. Girls who got pregnant never sought readmission after giving birth due to fear of hard conditions and influence from peers. However, the dropouts had taken advantage of tough conditions in school to advice those who were in school to drop out so that they too could enjoy freedom from ill-treatment from both teachers and colleagues.

5.3 Recommendations

1. a) There is need for primary schools to introduce the policy of speaking in English gradually especially for those fresh in upper primary. Punishment if mandatory to give, it should be mild.

b).On initiation rites there is need to sensitise parents and boys on harmful traditional practices. The church or religious organisations should encourage parents to embrace modern ways of initiating boys such as the use of hospitals. Further, the church can take over the role of guiding candidates during seclusion. Parents can attend all or some sessions of guiding initiates in seclusion to ensure that good morals are inculcated into the boys. Finally, initiation rites can be delayed until the boys finish primary education. This would ensure that they are able to complete schooling.

c).To ensure that more girls access education regardless of cultural practices related to pregnancy, vigorous campaigns against practices that deny them education can be launched by stakeholders. Emphasis should be also on strengthening re-entry to school of teenage mother after weaning off their babies. There is also the need to expand the current 'Nyumba Kumi' initiative (Ten households) government policy to include follow-ups on children who fail to attend school. Moreover, teachers should supplement the effort in tracing the whereabouts of victims of pregnancy. This could

enhance confidence in girls and help them feel encouraged to return to school. However, there is need to sensitise the pupils to seek guidance and counselling services from teachers in case in a dilemma.

2. Teachers should device ways of discouraging bullying through guiding and counselling as well as engaging pupils in sports or clubs. Further, stakeholders should enhance awareness on child rights and consequences of it violation.

3. Schools with vast and even those with little land can reduce its wastage by engaging in agro-based business for instance greenhouse. This would enable schools produce enough food for pupils and teachers as well as surplus for sale. Moreover, more primary schools should be opened up in order to cater for long distances to school.

4. The government and other stakeholders should make pupils aware of the importance of achieving full primary education. Besides, pupils should be guided on the choice of a good company. The company must be the one that has interest in education.

5.4 Suggestions for further research

This study recommends the following studies:

1. A research be carried out on African initiation rites in order to establish how it affects boys' education.

2. A similar research be carried out on lower primary classes in order to asses the magnitude of dropout rate among primary school pupils.

3. A study be carried out on the level of insecurity in primary schools in order to determine its influence on school dropout.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

                                                Moi University,

                                                 Department of Curriculum, Instruction

                                                 and Educational Media.

To;

The Head teachers,

Trans-Nzoia East Primary Schools.

Dear sir/ madam,

Ref: Research study

Your school has been selected as one of the schools to be used in this study of investigating Teachers' perceptions on the factors that influence school dropout among upper primary school pupils in Trans-Nzoia East, Trans-Nzoia County. You are hereby requested to answer all the questions at your earliest convenient time. The information given will kept confidential and will not be used for any purpose other than the objectives of this study. Please do not write your names anywhere.

Thank you,

Yours truly,

Gilbert Wangila Musavini

EDU/PGCM/1036/10.

APPENDIX 2: QUESTIONNAIRES FOR CLASS TEACHERS

Teachers' perceptions on the factors that influences school dropout among upper primary school pupils

Dear Sir/Madam

You have been selected to participate in a study on Teachers' Perceptions on the factors that influence school dropout among upper primary school pupils in public primary schools in Trans- Nzoia East, Trans- Nzoia County. This questionnaire is part of a research study in public primary schools in Trans-Nzioa East District; it is not an assessment or an evaluation of your class. Its purpose is to inform the researcher about the school environment in which teaching takes place. The information given will be treated as confidential. Please do not put your name or name of school anywhere in this questionnaire. Kindly read the questionnaire before you begin filling it. Kindly give answers true and only applicable to your class pupils.

Thank you very much.

Yours truly,

Gilbert Wangila Musavini
EDU/PGCM/1036/10

SECTION A

Instructions

Answer the question by putting a tick (√) in the correct box.

Background information of the respondent

1. Kindly indicate your sex.   Male ☐   Female ☐

2. What is your highest professional qualification?

   Degree   ☐   Diploma   ☐   P1   ☐

3. How long have you been teaching in public primary schools in Trans-Nzoia County?

   0-5 years   ☐   6-10 years   ☐   over 11 years   ☐

 SECTION B

Cultural practices and its influence on school dropout

I. language problem

 Please put a tick (√) in the box next to the correct response.

1. Kindly indicate the official school language of communication

   English   ☐   Kiswahili   ☐   Vernacular   ☐

2. Are pupils allowed to communicate in any other language besides the official language?

   Yes   ☐   No   ☐

3. Do you think your pupils find it difficult to use the official school language?

   Yes   ☐   No   ☐

4. In your opinion rate the pupils' satisfaction in using the following language; please circle the number that represents the correct respond.

a) Mother Tongue   1 2 3 4 5

b) Kiswahili   1 2 3 4 5

c) English   1 2 3 4 5

d) Mixture of the above languages   1 2 3 4 5

   Key: The numbers represent the following responses;

   1. Extremely dissatisfied

   2. Dissatisfied
   3. Neutral
   4. Satisfied
   5. Extremely satisfied

ii. Initiation rites and their influence on school dropout

1. Does initiation rite change a pupils' behaviour?   Yes ☐   No ☐
If yes to 1 above, then what types of behaviours are displayed after undergoing the initiation rite? Please circle the number that best describes your opinion.

a) Boys underrate female teachers   1 2 3 4 5

b) Both girls and boys fail to report back to school   1 2 3 4 5

c) Fighting among themselves increases   1 2 3 4 5

d) Boys approach girls for love   1 2 3 4 5

e) They refuse to be punished   1 2 3 4 5

Key: The numbers represent the following responses

 1. Strongly Disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree

iii. Teenage pregnancy and related interpretation

1. Have you ever had any cases of pregnancy in your class?

        Yes   ☐   No   ☐

2. If yes to 1 above, how many girls are affected annually? Kindly choose one by putting a tick (√) in the correct box.

 a) 1-2   ☐

 b) 3-4   ☐

 c) 5 and more   ☐

3. The following are reasons why girls fail to seek for readmission after giving birth. Kindly circle the number that represents your opinion.

The numbers represent the following responses;

        1. Strongly Disagree   2.Disagree   3.Neutral   4.Agree   5. Strongly Agree

i) The family views the girl as a grown-up who can support herself.

        1   2   3   4   5

ii) Girls fear humiliation and isolation from peers and teachers

        1   2   3   4   5

iii) Teachers fear the affected will influence other girls.

        1   2   3   4   5

iv) School rules and regulations do not allow mothers in class.

        1   2   3   4   5

v) Parents fear that the affected girl may get pregnant again.

        1   2   3   4   5

vi) Culturally a girl who conceived was a disgrace and was to be isolated from others.

      1   2   3   4   5

vii) It is difficult for a girl to handle both school work and a baby.

      1   2   3   4   5

SECTION C

Security factors that influence pupil dropout

a) Difficult school conditions

1. Are there any cases of indiscipline among your pupils?

    Yes ☐   No   ☐

If yes to 1 above, then what is your opinion to the following indiscipline cases in your class?

Kindly, put a tick (√) in the correct column below.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
a)Sexual harassment; touched without consent					
b)Stealing of each others' property					
c)Abusive terms directed at one another					
d) Rape					
e) Fighting among pupils					

2. Questions i-viii provide methods used to reform deviant pupils.

Kindly select the methods you apply by putting a tick (√) in the correct box.

i)   Running several times around the field.   ☐

ii) Given strokes of the Cane.   ☐

iii) Suspension from class   ☐

iv) Suspension from school   ☐

v) Expulsion from school   ☐

vi) Denied to go for lunch   ☐

vii) Asked to kneel in class for a long time   ☐

viii) Humiliation in front of classmates for instance being made fun off ☐

b) **Long distance and related problems**

For questions 1-13 use a tick (√) to mark the correct response in boxes provided.

1. Do you have pupils who travel long distances?

     Yes ☐   No ☐

2. What is the average distance covered daily by your pupils? Is between;

  0-½ km ☐   ½- 1 km ☐   1-1½-km ☐   1½-2km ☐   3 km and more ☐

3. What is the main mode of transport used by pupils? Kindly choose one.

 Foot ☐   Bicycle ☐   Motorcycle ☐   Private Car ☐   Public vehicles ☐

4. Do long distances lead to school dropout?

     Yes ☐   No ☐

If yes to question 4, then; kindly mark problems encountered by your pupils along the way as provided by question i-ix.

i) Attack from domestic animals   ☐

ii) Attack from wild animals   ☐

iii) Abduction by people   ☐

iv) Being raped.   ☐

v) Being rained on.   ☐

vi) Getting tired   ☐

vii) Muddy and slippery routes   ☐

viii)Failure to go for lunch   ☐

ix) Late arrivals to school or home   ☐

SECTION D

Family background that influence pupil dropout

1. What is your opinion to the following statements? Please circle the number that represents your opinion.

The numbers represent the following responses.

 1. Strongly Disagree   2.Disagree   3.Neutral   4.Agree   5. Strongly Agree

i) Parents with little or no education play a role in pupils' dropout.

       1 2 3 4 5

ii) Parents do not bother to know how their children are progressing in school.

       1 2 3 4 5

iii) Children are withdrawn from school in order to assist parents to generate income.

       1 2 3 4 5

vi) Children are promised an inheritance from the family wealth.

     1   2   3   4   5

v) Girls are married off at early age in order to generate wealth or dowry.

     1   2   3   4   5

2. Rate the ability of parents to finance basic school requirements?

Kindly put a tick (√) in the correct box.

     a. Extremely high   ☐

     b. High   ☐

     c. Average   ☐

     d. Low   ☐

     e. Extremely low   ☐

3. Among the following Educational programmes, kindly put a tick (√) in those that your pupils participate.

     Academic trips   ☐

     Symposium   ☐

     Sports and games   ☐

     Weekend and holiday coaching   ☐

     Class exams   ☐

     Zonal   exams   ☐

     Divisional exams   ☐

     District   exams   ☐

     Class celebrations   ☐

     School celebrations   ☐

4. Does the above educational programmes in question 3, require any funding?

     Yes ☐   No   ☐

5. If yes, to question 4 then who meet the cost of these programmes?

 Please circle the number that best represents your opinion.

     (a) Pupils   1 2 3 4 5

     (b) Parents   1 2 3 4 5

     (c) The church   1 2 3 4 5

     (d) Teachers   1 2 3 4 5

     (e) The government   1 2 3 4 5

The numbers represent the following responses

1. Strongly disagree   2.Disagree   3.Neutral   4.Agree   5.Strongly agree

6. Failure to finance educational programs leads to school dropout. What is your opinion? Please select one using a tick (√).

Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree ☐

SECTION E

Peer factors that influences pupils to drop out of school

1. To what extend do peers influence dropout rate? Please use a tick (√) to mark the correct response.

Extremely high ☐ High ☐ Average ☐ Low ☐ Extremely low ☐

2. How do peers influence school dropout? Please circle the number that best represents your opinion.

The numbers represent the following responses

1. Strongly Disagree   2.Disagree   3.Neutral   4.Agree   5.Strongly Agree

i) Dropouts who have succeeded in life lure those in school to get out of school.

   1 2 3 4 5

ii) Dropouts inform those in school to get out of prison-like school environment.

   1 2 3 4 5

iii) Pupils voluntarily dropout in order to conform with dropout peers

   1 2 3 4 5

iv) The knowledge of their peers who had failed to join Secondary Education.

   1 2 3 4 5

v) Failure by their peers to secure employment after completion of school.

   1 2 3 4 5

Thank you.

APPENDIX 3:   INTERVIEW SCHEDULE FOR HEAD TEACHERS

Teachers' perception on factors influencing school dropout among upper primary pupils

Section A. Cultural Practices

Language problems

1. What is your schools' official language of communication....................................?

2. How do you ensure that pupils communicate in this official language……………..?

3. To what extent is the school's official language of instruction a problem to pupils'

   understanding……………………………………………………………………….?

 4. Do you think forcing pupils to communicate in another language which is not their

   mother tongue make them hate schooling? Explain your answer……………

Initiation rites and its practices

1. Do initiation rites, in your opinion, affect the behaviour of your pupils after undergoing initiation, how………………………………………………………..?

2. Explain how these behaviours make a pupil to dropout of school.

Teenage pregnancy and its interpretation

1. Would it be true to say that cultural interpretation of teenage pregnancy work against the return to school policy after delivery by the affected girls………………………………………………………………...…?

 Please explain how…………………………………………………………………..

2. Does the school play any role in inhibiting girls who had delivered to continue learning…………………………………………………………………………..?

SECTION B

Security factors

Violence at school

Explain the circumstances under which your pupils face, that may make them feel not safe at school……………………………………………………………………………………

Long distance and its problems

1. What problems do pupils who commute daily face between school and home?

2. Can these problems influence pupils to dropout of school? Please explain your answer……………………………………………………………………………………..

SECTION C

Family background

1. Do you have Educational programmes that require financial support from parents? Which one…?

2. Do you think a little financial requirement of these programmes may influence pupils to dropout? What is your take………?

3. Despite the wealthy level of some households, pupils from these families still dropout of school. Explain why……….?

SECTION D

Peer influence

Do you think pupils are influenced to drop out by colleagues?

Thank you.

APPENDIX 4: UNIVERSITY PERMIT

MOI UNIVERSITY
Office of the Dean School of Educatio

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

...Box 3900
...doret, Kenya

DATE: 30th May, 2013

REF: MU/SE/PGS/54

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE:

RESEARCH PERMIT I
MUSAVINI – (EDU/PG

RESPECT OF GILBERT WANGILA
CM/1036/10)

Master of Philosophy (M.Phil) student at
Education, Department of Curriculum,
Media.

M.Phil Studies that he conducts research and
research is entitled:

...tions on the Factors that Influence School
...Upper Primary School Pupils in Trans-Nzoia East,
...nty, Kenya."

...ce given to him to enable him conduct his research
...will be highly appreciated.

The above named is a 2nd year
Moi University, School of
Instruction and Educational

It is a requirement of hi
produces a thesis. His

"Teachers' Percep
Dropouts Among
Trans-Nzoia Cou

Any assistan
successfully

Yours fai

...thfully,

...OF. P. L. BARASA
...DEAN, SCHOOL OF EDUCATION

PLB/db

APPENDIX 5: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA

APPENDIX 6. RESEARCHER'S PHOTO

PAGE 2

THIS IS TO CERTIFY THAT:
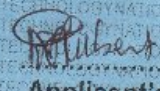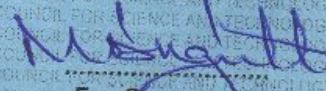Prof./Dr./Mr./Mrs./Miss/Institution
Gilbert Wangila Musavini
of (Address) Moi University
P.O Box 3900-30100, Eldoret.
has been permitted to conduct research in

Trans-Nzoia East   Location
Rift Valley   District
                        Province

on the topic: Teachers' perception on the factors
that influence school dropouts among upper
primary school pupils in Trans-Nzoia East,
Trans-Nzoia County, Kenya.

for a period ending: 31st December, 2013.

PAGE 3
Research Permit No. NCST/RCD/14/013/1006
Date of issue   11th June, 2013
Fee received   KSH. 1000

Applicant's   For Secretary
Signature   National Council for
                     Science & Technology

APPENDIX 7: SUB-COUNTY RESEARCH AUTHORIZATION

APPENDIX 8: SUB-COUNTY EDUCATION PERMIT

REPUBLIC OF KENYA
OFFICE OF THE PRESIDENT

MINISTRY OF EDUCATION

Telephone: 02 2115161
When replying please quote
Ref No.: TNE/EDU/GEN/VOL. 1/157

District Education Office,
Trans-Nzoia East District,
P.O BOX 201 -30200,
KITALE

REPUBLIC OF KENYA

DATE: 25/7/2013

TO WHOM IT MAY CONCERN

RE: PERMISSION TO CONDUCT RESEARCH
GILBERT WANGILA MUSAVANI

The above named is a student at the Moi University.

APPENDIX 9: MAP OF TRANS-NZOIA EAST

TRANS NZOIA COUNTY CONSTITUENCIES WITH EXISTING WARDS