

**SOCIO-CULTURAL FACTORS THAT INFLUENCE PUPILS WASTAGE
IN PUBLIC PRIMARY SCHOOLS IN KEIYO SOUTH
SUB- COUNTY, KENYA**

RAEL CHEMWOLO

**A Research Thesis submitted to the graduate school in partial fulfilment for
the requirements for the award of the degree of Management and
Administration of Egerton University**

EGERTON UNIVERSITY

SEPTEMBER, 2018

DECLARATION AND RECOMMENDATION

Declaration

This Thesis is my original work and has not been presented to any University for Examination.

Rael Chemwolo Sign _____ Date _____

EM15/00025/10

Recommendation

This Thesis has been presented for examination with our approval as University supervisors

Dr. Joseph K. Lelan Sign _____ Date _____

Department of Education Management and Policy Studies

Moi University

Prof. Carolyne A. Omulando Sign _____ Date _____

Department of Curriculum Instruction and Educational Media

Moi University

COPY RIGHT

©2018 RAEL CHEMWOLO

All rights reserved. No part of this publication may be reproduced, distributed or transmitted in any form or by any means, including photocopying or other electronics method without the prior written permission from the author, except in the case of brief quotations embodied in critical reviews and certain non-commercial uses permitted by a copyright law.

DEDICATION

This work is dedicated to my loving children Godfrey and Beatrice, my parents Raphael and Esther for their prayers and encouragement throughout my studies. I also thank my friends Jane and Mary for their support throughout my research work, may God bless you.

AKNOWLEDGEMENT

I thank God, the Almighty, for His tender care and protection throughout my research work. His good plans have been an inspiring message of hope, patient, tolerance, faith and strength throughout my research work.

I acknowledge with sincere gratitude Egerton University lecturers; they were available when I needed them. I also acknowledge my two supervisors' Dr Joseph Lelan, and Prof Carolyne Omulando for their encouragement and effort in ensuring that my work was successful. They were available whenever I needed help concerning this thesis that has facilitated completion of this work. Special thanks go to the entire staff of graduate school and dean of students' office, whose advice and kindness were an encouragement to me. I also acknowledge of Wimp technologies and Eldoret Book matt for providing the much needed editing, printing and photocopy services. I appreciate the input of my group members and friends, Salome and Mary for their moral support during my studies.

ABSTRACT

The government of Kenya has provided free and compulsory primary education for all school going children. Irrespective of free education there is significant wastage rate of primary school children in public schools in Keiyo South Sub County. The main objectives of the study were to investigate socio-cultural factors that influence pupils' wastage in public primary schools in Keiyo South Sub County. Specific Objectives of the study were: to identify the socio-cultural factors that influence pupil's wastage, explain the influence of socio-cultural factors on pupil's wastage, identify institutional factors that influence pupil's wastage and to explain the influence of institutional factors on pupil's wastage. The study was based on systems theory as postulated by Bertalanffy, which explains the relationship between inputs and outputs of the school system. A descriptive survey research design was adopted for the study. The target population comprised of head teachers, class teachers and pupils of public primary schools in Keiyo South Sub County. Stratified sampling technique was used to select schools where the strata were based on school population category. Simple random sampling was used to select the pupils. The sample size comprised of 10 head teachers, 80 class teachers and 200 pupils. The study utilized both primary and secondary data. The research instruments used to collect data were the questionnaire, interview schedule and class registers. The questionnaires were made up of both open and closed-ended questions and were administered by the researcher. The interview schedule was used to collect pupil's views collectively, through group interview whereas the class register was used to scrutinize pupils' record of school attendance. Data collected was analysed with the aid of Statistical Package for Social Science (SPSS) and specifically the use of frequency and percentages. Data was presented using frequency distribution tables and thematic descriptions. The study findings indicated that while there were so many causes of primary school pupil's wastage, poverty was the main cause. The study recommends that pro-active implementation of the policies geared towards a Universal free primary education be enforced and incentives that motivates pupils for example school feeding programmes be initiated or reinstated so that school enrolments go up. The study will inform and serve as a guide to education managers in policy directions towards addressing primary school pupils' wastage in the country.

TABLE OF CONTENTS

DECLARATION AND RECOMMENDATION	ii
COPY RIGHT	iii
DEDICATION.....	iv
AKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the study	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study.....	5
1.5 Research Questions	5
1.6 Significance.....	5
1.7 Limitations	5
1.8 Assumption	6
1.9 Scope.....	6
1.10 Definition of Terms.....	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.1 Introduction.....	8
2.1.1 Socio-cultural factors	8
2.2 Poverty	10
2.2.1 Pregnancy.....	13
2.2.2 Gender practices contribute to school wastage.....	14
2.2.3 Child Labour	16
2.2.4 Family	17
2.3 Institutional factors	19
2.4 Peer pressure	20
2.4.1 Language of instruction used in the institution.....	26

2.4.2 Repetition.....	27
2.4.3 Teachers attitude	29
2.4.4 School Environment.....	31
2.5 Theoretical Framework.....	34
2.6 Conceptual Framework.....	35
CHAPTER THREE: RESEARCH METHODOLOGY	37
3.1 Introduction.....	37
3.2 Research design.	37
3.3 Location of Study.....	37
3.4 Target Population.....	38
3.5 Sample Size and Sampling Procedure	38
3.6 Instrumentation	40
3.6.1 Questionnaire	40
3.6.3 Content Analysis.....	41
3.7 Validity and Reliability of Research Instruments.....	41
3.7.1 Validity	41
3.7.2 Reliability.....	42
3.8 Ethical Considerations	42
3.9 Data Analysis	43
CHAPTER FOUR: RESULTS AND DISCUSSION.....	44
4.1 Introduction.....	44
4.2 Socio-Cultural factors	44
4.3 Institutional Factors Contributing Wastage	49
4.4 Family factors	52
4.6 Action to Prevent Wastage.....	56
4.7 Curbing dropout.....	57
4.7 Dropout Statistics in the Primary School.....	60
CHAPTER FIVE: CONCLUSION AND RECOMMENDATION.....	62
5.1 Introduction.....	62
5.2 Summary	62
5.3 Conclusion	63
5.4 Recommendation	65

REFERENCES.....	66
APPENDICES	73
Appendix I: Questionnaire for the Pupils	73
Appendix II: Questionnaire for the Class teacher.....	75
Appendix III: Interview Schedule for the Head teacher	78
Appendix IV: Content Analysis Schedule (Class register).....	79
Appendix V: Geographical Map of the Study Area.....	80
Appendix VI Research permit	81

LIST OF TABLES

Table 1 Target Population.....	38
Table 2 Sample Size.....	39
Table 3 Socio-cultural factors.....	44
Table 4 Institutional Factors	49
Table 5 Family factors causing wastage	53
Table 6 Challenges encounter by head teacher.....	55
Table 7 Actions taken to prevent wastage	56
Table 8 Curbing Dropouts	57
Table 9 Percentage of pupils' wastage per term and per year	59
Table 10 Dropout rate (%) in the 10 sampled school in the Study Area	60

LIST OF FIGURES

Figure 1;Conceptual Framework	36
-------------------------------------	----

LIST OF ABBREVIATIONS

AEO	Administrative education Officer
COBET	Complementary Basic Education Project
COMBET	Complementary Basic Education
DEO	District Education Officer
UDHR	Universal Declaration on Human Right
DHR	Declaration on Human Rights
EFA	Education for All
EPDC	Education Policy Data Centre
EPF	Educational Production Function
ERSWE	Economic Recovery Strategy for Wealth and Employment
FPE	Free Primary Education
GER	Gross Enrolment Ratio
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Programme
MOEST	Ministry of Education Science & Technology
NCPD	National Council for Population and Development
PROBE	Public Report on Basic Education
SSA	Sub Saharan Africa
SWAP	Sector Wide Approach Programme Planning
UIS	Unesco Institute of Statistics
UNESCO	United Nation Educational Scientific and Cultural Organization
UNICEF	United Nations International Children Education Fund
UPE	Universal Primary Education
WCEFA	World Conference on Education For All
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a human right and Kenya subscribes to this declaration. The ministry of education recognizes that each child is a vital member of society, and that every child's education is the key to Kenya's development. Children are starting primary school in greater numbers but wastage rates are significant leading to low levels of primary school completion in many countries. Lewin (2009), states that, pupils are enrolled in large numbers in many countries in sub-Saharan Africa but; by the end of the primary school cycle, the enrolment rate drops significantly, even below 50 percent, indicating high pupil wastage in public primary schools. In the USA dropout of pupils is caused by English language when pupils are unable to master the language skills (National Centre for Education Statistics, 1997). Children drop out of school without acquiring the most basic skills Failure to complete basic education represents a significant drain on the limited resources that countries have for the provision of primary education.

When parents are responsive to children's education, they are likely to be competent and develop more interest for school (Connell, 2002). This can help pupil practice study skills, prepare for class, participate in learning activities and develop personal responsibility. The over aged pupils are more likely not to complete basic education cycle. This is due to the facts that, the older the child the opportunity cost of schooling increases significantly with pressure from peer to work or to get married (UNESCO,2005).

According to Oredein and Oloyede (2007), pupils' wastage in school is contributed by teacher's factors. The wastage is linked to low academic achievement, incidence of lateness to school, frequent absenteeism and inability to complete the syllabi. Pupils academic success in school is greatly influenced by the socio factors at home where the pupils come from and the school where they learn. Parent engagement in school activities contribute to greater knowledge with school programs. These may enable the parent to guide the child on the importance of schooling. Most parents do not provide proper guidance, appropriate supervision and are unable to clearly communicate their values such as hard work, competent and honest to children. These put the children in an even greater danger of giving in to negative peer pressure which may lead to wastage. Biddle (2001), explains that it is

unfortunate that many pupils do not have parents who are actively involved in their lives. These changes in societal may be due to more time being spent by the parents at their place of work and leaving little or no time for their families.

In Tanzania, students' school achievements are attributed to socio cultural factors notably parents' level of education, mother tongue and gender (UNESCO, 2006). The level of education of the parent has an influence in the child's performance. It acts as a guide to the child to further move in education ladder. The parent has an impact on whether students apply for non-government school or government schools. They also determine whether the child receives tuition from the teacher after regular school hours. Report by the Ministry of Education (2007) indicated that 58% of the Kenyan population is living below poverty line. This consequently leads to inability of the poor parents to meet education cost and therefore becomes a barrier to the education of children.

Wastage rate has been recognised as a problem by UNESCO (2006). Member States have been aware that it was an obstacle to the achievement of the targets Karachi, (1960). The reports published since then, have emphasised the continuing nature of the problem. In addition, individual Member States initiated actions aimed at becoming aware of the problem of pupil wastage. There are several causes of primary school wastage (Anderson, Kerr-Roubicek & Rowling, 2006; Gallagher, 2002). Its intensity varies from country to country, where wastage is higher, it is usually believed to be associated with non-enrolment and a lower percentage of girls than boys in the school system. The ideal situation is that all countries are striving towards 100 per cent enrolment of both boys and girls, and 100 per cent retention at least up to the end of the primary school. Countries striving to attain UPE have to eliminate pupil wastage. Universal Primary Education is not possible in an educational system where pupil wastage exists.

It is believed that Socio-cultural factors that include all issues that resolve around customs and beliefs of the people play a significant role in influencing pupil wastage. Children are culturally influenced by the way Parents are involved in the development of attitude, values and practices in raising them. The Cultural way of living in totality may include initiation, early pregnancies, peer pressure, poverty, religious practices, beliefs, domestic chores and parental attitude. Studies indicate that in many communities set ups, socio-cultural factors

have influence pupil's wastage. It is also not known which specific socio-cultural factors contribute to pupils' wastage. The girl receives less education than the boys and they tend to dropout or withdraw for socio-cultural reasons. Socio-cultural factors exert pressure from birth, through the child rearing practices by different communities, initiation and marriage to old age. Socio-cultural practices pose as a challenge to drop out of pupils in school hence need to be investigated (Isaiah, 2011).

Institutional factors may influence school dropout in a particular way, it is also not known which institutional factor influence pupils' wastage. The school has a powerful influence on student's achievement and wastage. There are many forms of school factors which include and not limited to pupil's composition, school resources, structural characteristics of the school and school practices (Rumberger& Thomas, 2000; Ananga (2011). Adu and Olatundun, (2007) stated that teachers' characteristics are strongly determiners of students' performance in schools. Teachers have a lot of influence on their classroom practices. Teachers should have and apply specific abilities in their subjects which is not limited to guidance and counselling to enable their pupils improve performance. Without their influence pupils who come from low status are more likely to drop out of school causing wastage. Kombo (2005), observed that the relationship style of the head teacher creates a conducive learning environment for pupil. A cordial relationship between the head teacher, teachers and the pupils create conducive environment to learning as discussions are listened to.

According to Lewin (2009), wastage rate for primary school pupils aged 15 to 19 years old and the survival rate to the end of primary school for pupils aged 10 to 19 years are indicators affected by the degree of drop out and repetition in the system. Institutional factors of gender orientation such as inadequate latrines, sanitary facilities for girls especially in rural schools, lack of school uniform and repetition have contributed to wastage of pupil. The low achievers in schools who are forced to repeat grades increase the chances of dropping out of school. Those pupils who are over-age in their grades perform poorly in their academic work compared to the young pupils, hence marginalization within the school is likely to proceed from poor achievement to academic failure and eventually wastage.

According to Dachi and Garret (2003); Hunter and May (2003); it highlighted the link between poverty and dropping out from school. It states out poverty as a plausible

explanation of school disruption in most schools. Looking at the issue from how people regard schooling and its importance, Pryor and Ampiah (2003) explains that the interactions between schooling, household income and school may or may not lead to pupil's wastage. In some villages in Ghana, education is regarded as "relative luxury," with many villages considering education not worthwhile. Depending on the environment, the school can open or close doors that lead to wastage (Barr, 2005). Socio cultural factors differ from one community to another or from one region to another. Addressing the teachers, parents and the pupils during educational day in Keiyo South Sub County, in the year 2012, education stakeholders, expressed their concern over pupil wastage in Keiyo South Sub County. Community leaders also expressed the same sentiments. Thus, there was need to carry out a study on socio cultural factors that influence pupil wastage in the context of Keiyo South Sub County.

1.2 Statement of the Problem

Since the introduction of free primary education (FPE) to date there has been high enrolment rates recorded in all the classes particularly at the lower primary. However, years later as the pupils progressed in the primary education cycle, the number of pupils decreased as they proceed to the upper primary. In Keiyo South Sub-County, the number of pupils in primary schools decreased in the upper classes. This has kept the stakeholders in dilemma as to what is the cause of wastage. Some stakeholders believe that the high wastage may be due to factors associated to Socio- cultural practices. Pupils retention in school is greatly influenced by the type of school attended. However, it is also not very clear as to which socio cultural factors within the family and the school that contribute to pupil's wastage. In the case of Keiyo County, the stakeholders in education believe that pupils wastage is contributed by factors associated to socio-cultural. From general interaction with education stakeholders in the county, more complainants tend to point a finger to Keiyo South Sub County as having more pupil wastage. It is as a result of this that the study seeks to establish the socio-cultural factors that influence pupils' wastage in public primary schools in Keiyo South Sub-county.

1.3 Purpose of the Study

The purpose of this study was to investigate socio- cultural factors that contribute to pupil's wastage in public primary schools in Keiyo South Sub County.

1.4 Objectives of the Study

The following specific objectives guided this study.

- (i) To identify socio-cultural factors that influence pupil's wastage.
- (ii) To explain the influence of socio-cultural factor on pupil's wastage.
- (iii) To identify institutional factors that influence pupil's wastage.
- (iv) To explain the influence of institutional factors on pupil's wastage.

1.5 Research Questions

Based on the objectives of the study, the following were the research questions.

- (i) What are the socio-cultural factors that influence pupil's wastage?
- (ii) How do socio-cultural factors influence pupil's wastage?
- (iii) What are the institutional factors that influence pupil's wastage?
- (iv) How do institutional factors influence pupil's wastage?

1.6 Significance

The study will be beneficial to the teachers who will be in a position to identify the school factors that contribute to pupil's wastage and create child-friendly environment to be able to accommodate all children with different problems. The community will know why their children are not coping with school yet there is free education. Further, the community will understand the extent to which the wastage affects individual attainment and societal education needs. The ministry of education will be able to address issues related to wastage in schools.

1.7 Limitations

These are factors that may hinder the study from being realised. Some head teachers were reluctant to avail the document for analysis due to legal implications involved but the researcher had to explain the importance of research and assured the respondents the confidentiality of the information gathered from the document. Some pupils were reluctant to give information for fear that it may be used against them but the researcher assured the respondents of the confidentiality of the information gathered from the document. Roads

where impassable during the rainy season, but the researcher used motorbike where vehicles could not reach and footed where motorbike could not reach.

1.8 Assumption

Sometimes a perception or opinion may not mean a fact, however, the researcher hoped that the respondents answered the questions honestly the way it was appropriate. Data collected was true information on factors that influence pupil's wastage in public primary schools.

1.9 Scope

The researcher covered public primary schools in Keiyo South Sub-County. The study investigated the socio-cultural and institutional factors that influence pupil's wastage in Keiyo South Sub County. The data was collected from head teachers, teachers and pupils from public primary school in Keiyo South Sub- County.

1.10 Definition of Terms

- Wastage:** This refers to a pupil who lives school or college before he /she has finished his or her studies. According to this study, wastage out refers to the difference between the number of pupils who enrolled at the beginning of the academic year and the number of those who remained to the end of the primary education circle. At primary education level this means that the pupils who dropped out of school failed to complete primary school education.
- Drop out** In this study drop out is taken to mean the same thing with wastage.
- Socio-cultural factors:** This refers to customs and beliefs of the people. According to this study, it refers to the study of the ways of people's life and how they do their own things. The factors are like initiation, early pregnancies, peer pressure, poverty, religious practices, beliefs, domestic chores and parental attitude.
- Institutional factors:** This refers to factors due to establishment, foundation, or organization created to pursue a particular type of endeavour, such as banking by a financial institution. According to this study, it refers to factors arising from school e.g. repetition, language used in school, teacher's attitudes, school uniforms.
- Cultural factors:** According to this study it refers to the way of life of the people on how they do their things
- Culture** Refers to a people's way of life in its totality.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature that is relevant to the study at hand. It gives the general concept of school dropout. The second part identifies and examines the various specific cases of dropout among primary schools which are categorized into socio-cultural factors. The relevant literature was sort from both primary and secondary sources. Journals and e- materials were widely used.

2.1.1 Socio-cultural factors

Socio cultural factors such as poverty contribute to pupil's wastage. According to African Union reports, it bears out the fact that, wastage is greatest in most countries of Africa where children come from poor and deprived sections of society. In the Kenyan case, wastage is considered to have happened whenever pupil falls off the school system before completing the basic eight years which is the full primary education cycle (Sitati, 2013). Wastage can be defined as a child who enrolls in school but fails to complete the relevant level of the educational cycle. At the primary level this means that the drop-out fails to reach the final grade, usually grade 8. Sitati (2013), further said that several concepts and theories explain why some pupil's dropout of school. However, when pupils are supported through motivation they would not only improve on the academic achievement but also on the basic school completion.

Children presence in school is not an indication of learning in the lessons just because they are present but, psychological factors such as emotional conflict due to socio cultural influence can interfere with the continuous learning process of children. Lack of interest on the part of children and the inability of teachers to project themselves are a few of the many contributing factors to the mass underachievement and disaffection which lead to truancy and dropout in our schools (Pridmore, 2007).

In Uganda most children who dropped out of school come from poverty, orphan hood, parental negligence, exposure to hazarder's life, and children headed household (Save the children, 2005). Those Students who came from well-off household drop out as well due to individual reasons. Individual reasons can be caused by the student himself or herself. An intelligent student may leave school because of internal reasons which is unknown to any one

apart from one self. Most students who live in slum area due to poverty finds that school is a waste of time and no longer appealing to them and out of their thoughts drop out (Shannon &Bylsma, 2002). Michieka (1993). Okumu, (2009) pointed out that both Bungoma and Nairobi; poverty was the most important factor for pupil's wastage. Report on wastage of pupils in Kisii District found out that some parents and the communities are misinformed about the value of schooling. Most parents who are likely to let their children to drop out of school if they had dropped out. Others drop out due to negative attitude towards schooling, and lack of motivation for most students who could not continue to secondary school.

According to Kipsang (2009), causes of school dropout in Baringo District was due to poor performance, lack of money to buy school expenses and poor implementation of curriculum. Shannon &Bylsma, (2002) states that local people tend to consider school as a waste of time. It takes the young away from potential jobs. School-community collaboration recognized the value of local entities outside school such as homes, places of worship, the media, museums, libraries and community agencies in the education of pupils in the community where the school is situated. Safe learning environments involves a comprehensive violence prevention plan, including conflict resolution, and can include social competence, problem recognition and evaluation, goal setting, planning, expecting challenges, controlling anger, and expressing emotion.

According to Mutai (2010), studies on social, cultural factors and gender disparities among girls in Keiyo district found out that harassment from the teachers, lack of role model and early pregnancy among girls are the main cause of wastage. Some pupils believe that teachers have misguided expectations and standards of certain groups of students. The pupil belief that teachers are biased, when making decision in pupil's discipline, they jump into conclusions and give up without proper investigation on some issues which may lead pupil's wastage. Hale (2007), explains that when these standards and stereotypes are not fulfilled conflict and frustration occurs of these, the economic and social condition of the family is the single most crucial variable affecting drop-out.

There are also external factors that cause pupils to drop out of School. The external factors are those within the child's socio-cultural milieu. The external factors emanated from the dropouts' home and family background and the society where the dropout lives. Drop-out

represents a staggering loss. An early school drop-out in primary school soon lapses to illiteracy. Re-entry to the formal school system is closed off in most cases compared to a secondary school student. A secondary school drop-out has at least acquired literacy and some other educational skills and knowledge. He or she may easily resume schooling, or take up training outside the system. The primary school wastage remains locked into the closed world of the illiterate and thus have further restriction placed upon the background of poverty and ignorance (Republic of Kenya, 2013).

The most pre-eminent of the external factors are poor family background, child labour and truancy, parental attitude, weak family support and low value put on education by the community where the dropout hailed from. The predominant external factor is poverty. The internal factors are attributed to the school environment and educational policy. These factors include poor academic performance; the media of communication used in school, distance to school, teachers' attitude and lack of teaching and learning resources were the most potent as far as the causes of school dropout was concerned (Sitati, 2013). External causes may be cited, such as parental illiteracy, malnutrition, parents' land holding, rural or urban residence, all spring from the one main cause, the parental low socio condition. Many such parents have little understanding of the need to enrol and ensure attendance of their children, and such children become the first drop-outs. Pupils who trust their parents trust their teachers, they are more motivated and as a result perform better in school compared to the pupils who are not motivated (Heck, 2009).

2.2 Poverty

Poverty is the main cause of pupils drop out in most countries of the world. The factors that account for school dropout are discussed into some details using empirical sources from Kenya and across the world. In India minority groups of low status have higher drop-out rates, as for example the Scheduled groups in India, The PROBE Team, (1999) in India found the period for agricultural activities as clashing with school times and because such activities take place in rural areas and are seasonal, they lead to seasonal withdrawals from school. Working children therefore attend school intermittently and irregular attendance predisposes pupils to dropping out (Hunt, 2008). The Muslim minorities of Sri Lanka, and the ethnic minorities of Viet Nam. Even in countries of the region where the medium of instruction in primary education is in the mother tongue, for linguistic minorities, the need to master second language these was a factor leading to dropout.

Looking at the issue from how people regard schooling and its importance a study conducted by Pryor and Ampiah (2003), in Ghana gives a bit of insight into the relationship. The results of the study sought to explain interactions between schooling, household income and school dropout. The research reveals that in some villages in Ghana, education is regarded as “relative luxury”, with many villages considering education not worthwhile. The family’s ethnic or social status also influences drop-out. The child’s age and sex also affect drop-out. In societies where less attention is given to women and girls, fewer girls enrol in school and more girls than boys drop out of school. Ananga (2010), in Ghana reveals among others that specific work-related tasks, for example, full time childcare and work in peak agricultural times often clashes with schooling times and this finally leads to school wastage.

Ministry of Planning and Development (2005) explains that poverty is a major reason why student may leave school before completion because poverty interacts with other points of social disadvantages, with the interaction of factors putting pressure on vulnerable and marginalized children to dropout. It also explains that Poverty have led to pupil’s wastage due to lack of money to buy uniform irrespective of free primary education. Dropout is often a process leading to wastage and therefore has more than one approximate cause (Hunt, 2008). Internal efficiency indicators especially dropout rates in primary school is an emerging issue in Kenya and most countries of the world today. This is because the majority of people live below the poverty line and so education is not a major factor to them.

Secondary school wastage has at least acquired literacy and some other educational skills and knowledge. He or she may more easily resume schooling, or take up training outside the system. The primary school drop-out will remain locked into the closed world of the illiterate and thus have further restriction placed upon a background of poverty and ignorance. Students who do well in secondary school are admitted to college, and others join teacher training institutions, technical training schools, or the job market. The secondary school education programme is geared towards meeting the needs of both the students who terminate their education after secondary school and those who proceed to higher education (Republic of Kenya, 2003). According to Mbiti and Lucas, (2011) and Hunt (2008), household income is found to be an important factor in determining access to education as schooling potentially

incurs a range of costs, both upfront and hidden. Addition household income interacts with dropping out of school.

The studies undertaken by Brown and Park (2002), Dachi and Garret (2003); Hunter and May (2003); Porteas et al (2000) highlighted the link between poverty and dropping out from school. Porteas et al (2000), whilst describing exclusions rather than dropout per se, paint poverty as “a plausible explanation of school disruption”. This leads to poor health and general nutrition of the individual child may affect drop out. Also if a child is in poor health, school attendance may be affected, leading to repetition or eventually drop-out. Even if a child attends regularly, the child may not be able to give sufficient attention to the classroom situation because of physical or mental fatigue due to hunger or undernourishment. Children from poor homes do not receive the nourishment they require and malnutrition and stunting of development, leading to fatigue and poor concentration probably help to determine eventual drop-out of many poor children. All the above factors, internal and external, act upon the child, upon enrolment and upon eventual completion of the primary cycle or dropping out from it.

Rumberger (2007), suggest that dropping out represents one aspect of three interrelated dimensions of educational achievement; first, academic achievement, as reflected in grades and test scores; second, educational stability, which reflects whether students remain in the same school (school stability) or enrolled in school at all (enrolment stability) and third, educational attainment, which is reflected by years of schooling. Several researchers have suggested that educational attainment is dependent on both educational stability and academic achievement. That is, students who either interrupt their schooling by dropping out or changing schools, or who have poor academic achievement in school, are less likely to graduate or complete that segment of schooling. They also posit that engagement and educational achievement are influenced by student’s background prior to entering school including their educational aspirations and past achievements. The factors that can contribute to pupils drop out include school, family, community and individual. The likelihood of a child dropping out of school increases as the combination of these factors become more multifaceted.

Countries have evolved ways of dealing with the provision of primary education taking into account, as far as possible, all the variables of a given situation. The reports taken are

measures that member States have agreed to take on order to reduce wastage and upon several of the methods being tried out. Report by Ministry of Education, (2007) indicates that 58% of the Kenyan population is living below poverty line. This consequently leads to inability of the poor to meet education cost of their children which becomes a barrier to education of children who withdrawal from school to engage in domestic work. These findings can be corroborated by the study done by World Bank in Kenya, (2004a) which found out that poverty in some areas and lack of interest in schooling are important factors of dropping out of school.

Sottie and Awasi (2011) examined factors that affect school dropout at the basic level of education in Kenya. The study focussed on experiences of students, parents, teachers and welfare workers. Weak family support, poor academic performance, poor school quality and low value of education, is identified as important to children stay in school. It is observed that some children prevail against odds and remain in school while others drop out. Resilience is identified as an important factor that could enhance the capacity of at-risk student to stay in school despite adverse circumstances. The study recommends research on the underlying processes that foster personal resilience in school age children from disadvantaged backgrounds in Kenya.

The payment of school related costs therefore acts as a barrier to enrolment and retention (Colclough et al, 2000; Mukudi (2004). Thus household poverty may be regarded as affecting dropout through its interactive effects with other factors that trigger events that result in dropping out of school. In exploring the conditions outside the school that influence dropout, this study sought to highlight how poverty shapes school attendance and wastage.

2.2.1 Pregnancy

Students' dropout due to early pregnancy is on an increase among adolescent girls, (Njau & Wamahiu, 1994, Ferguson, 1998). In South Africa in 2002, 66000 teenage girls could not attend education institution due to pregnancy. The figure rose to 86,000 in 2004 and dropped slightly to 71000 in 2006. This means that in 2002 about 12% of South African teenage girls who did not attend educational institution reported pregnant as the main reason raising to 17% in 2004 and declining to 14% in 2006. The dropout among pregnant girls cuts across all ages in Kenya. The girls who are forced to withdraw because of pregnancy could have continued being in school had they not become pregnant, (Meeker & Ahmed, 1999).

The absence of social opportunities for girls and the demand placed on them with gender inequities is known to exist within the educational system. There are practices such as teenage pregnancy that affect the opportunities of girls to complete primary school. (Kane, 2004). This may include pregnancy and early marriages that may cause the pupils to drop out of primary school. Teenage reproductive behaviour may be endangering to school completing in that many of the same factors lead to dropout and early childbearing. These practices are said to disrupt the education of adolescent girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). The results are unsatisfactory school experience and preference for early motherhood. Holmes, (2003), states that female receive less education than men and they tend to dropout.

Mensch (2001), explains that Kenya a gender-neutral atmosphere in school appeared to reduce the risk that girls will engage in premarital sex and early marriages have negatively affected the girls. The Girls are at greater risk of such abuse when they are not in school than the boys. School provide the best environment for learning, it can instil in them a sense of self-esteem power, and hope for the future. The next section looks at the gendered decision that influences school wastage.

2.2.2 Gender practices contribute to school wastage.

The relationships between general deviant behaviours, association with other student practising deviant behaviours, lack of social bonding in school contribute to the tendency of student wastage in school (Battin-Pearson et al, 2000). Deviant affiliation theory provides an explanation for the tendency to drop out of school based on bonding with antisocial peers. Structure strains theory states that demographic indicators of dropout tendency are based on gender, socio-economic status and race (Battin-Pearson et al, 2000).

Beside the school and the family, the community and peer can also influence student's withdrawal from school. Poor communities may influence a child and adolescent development through lack of resources or negative peer influences. In support of this assertion, Odaga and Heneveld (1995), using the logistic model analysis in Kenya on the socio-economic determinants of primary school wastage factors such as communal factors, pupils' personal characteristics/background, as well as the parental or family background have various degrees of impact on the probability of a pupil dropping out of school.

Colclough et al, (2003), states that there are gendered cultural practices such as teenage pregnancies that cuts across a wide range of constraints that lead pupils to drop out of school.

According to (Kiellan &Tova 2006), it is believed that cultural pressure undermines perception of the long term value of education especially for the girls and boys who are employed in the neighbourhood to herd Cows and Goats. The herding of cows and goats are traditional and schooling should be given the first priority. Mensch (2001), found out that gender-neutral atmosphere in school appeared to reduce the risk that girls will engage in premarital sex and hence, cases of dropping out of school due to pregnancies reduces. Early marriages influence pupil's wastage specifically, it has negatively affected the girls from attending school sessions. Gender disparities in nomadic/ pastoral areas preferring to support boy's education instead of girls, especially if the resources are limited, the girl is then given out for early marriage, causing wastage and disadvantage to the girl's education (Ministry of Education, 2012a). Most primary GER of boys exceeded that of girls in most years and especially after 2003, the gap was enlarged (Ministry of Education 2005d, 2008b, 2009b). The possible reason was the government of Kenya has implemented the FPE policy since 2003; households are still burdened by fees for education, which discourages girls' enrolment in poor households (World Bank, 2011; Ministry of Education, 2012a).

It can be considered that among several siblings in a family, some parents tend to choose boys for schooling and may prefer to keep girls at home for house chore despite existence of FPE. Gender and disparities still exist (Mokoro, 2010; World Bank, 2004a) and the enrolments rates of boys was higher than of those of girls in most of the years (MoE, 2005, 2005b, 2009b, RoK, 2012). In the Implementation Completion and Results Report of Kenya Education Support School Programme (KESSP) issued by the World Bank, the results of improvement of equity in access was rated "unsatisfactory" as the target primary NER of 96% could not be achieved as of December 2009 (World Bank,2011).

Schools act as a site of pervasive gender socialization. This sometimes spurs students to think beyond ideological limits laid on them. Wanyoike (2003) point out that the students peer group if not guided can lead to devastating results like engaging in drug and substance abuse, early sex and early pregnancies. Schools act as a site of pervasive gender socialization. This leads to students dropping out of school. However, measures have been put in place to

continuously improve gender parity in access, retention and performance. Some of the strategies adopted include mainstreaming gender in education sector policies and plans, gender sensitization of education policy makers, establishing gender learning environments in schools and creating a framework for partnership with the communities, civil society and stakeholders in support of education for girls (Republic of Kenya, 2004).

The Children Act (2001), that provides for education as the right to all children has given further impetus for child education. The government is also enforcing the re-entry policy and school girls who get pregnant are allowed back after giving birth (Okumu, 2010). On the other hand, many of the barriers that girls face in striving to stay in school are either directly or indirectly related to reproductive health such as lack of gender appropriate facilities in school like proper latrine, and sanitary towel to use during menstruation period. When a girl is denied such facilities, it is like denying quality education which can increase her vulnerability to abuse, exploitation and disease.

2.2.3 Child Labour

Besides the factors deliberated above, research has shown that child labour affects the schooling of children and leads to school dropout. According to UNESCO (2004) explains that labour participation by persons below the age of 15 Kenya is not only widespread but it is also escalating at alarming rate. In terms of region, rural areas have a higher proportion of 19.7% compared to 9% urban areas, the proportion of working children are Western (19.8%), Rift Valley (19.7%), Eastern (19.1%) and Coast (19%). As the government continues to deal with these education concerns, in some rural areas of the country, the introduction of the lucrative motorcycle business has to a greater extent affected access and retention of boys in schools. Many boys are being lured out of school to engage in the business (Republic of Kenya, 2010).

In Gucha, South District and Bungoma North District, there are increasing cases of child labour among children dropping out of school to provide cheap labour at Tabaka Soapstone mines and maize plantation respectively (Education News, 2009). Drop-out represents a staggering loss. An early school wastage soon lapses to illiteracy. Re-entry to the formal school system is closed off in most cases. Paul Kenya (2011), explain that in Kenya most of the children who have enrolled and those who have dropped out- come from economically deprived households. This assertion is supported by a child labour report, which found that

child workers claimed to be working to raise money to go to school. Moreover, in a situation of extreme poverty where the family struggles at the margin of survival, education has no immediate significance. The contribution of the child's labour to the family welfare is the only reality. This had been found to be true because, children from low socio-economic households and those that are vulnerable and prone to income shocks commonly face some form of demand to withdraw from school if their parents cannot afford the direct cost of education (Gubert & Robilliard, 2006).

2.2.4 Family

The educational level of parents has an impact on pupil's retention in schools. Grant & Hallman, (2006) shows that higher household education level increase students access to education and attendance and ultimately decreases drop out. They understand better on the school needs and works towards it. They are role model to their children who emulates them and hence retained in school. Some parents neither provide enough educational support nor recognize the value of education (Pryor & Mariah, 2003). In such a case it will affect the pupil in one way or another and may eventually lose hope and drop out causing wastage.

The higher the educational level of parents, the higher their children perform at school and are likely to pursue further studies. Bathaatar et al, (2006) argued that in South Africa when pupils do not get enough results they are sometimes encouraging to drop out. Mrutu et al (2005) explains that in Tanzania, Standard 6 pupils who had both parents completed all of primary education and who therefore put emphasis on their child's education, the children become successful and proceed on with school. Those over age students in Standard 6 may also be those who are successfully absorbed within the Complementary Basic Education Project (COBET) and whose parents are studying in adult education class.

In Uganda the presents of role model given to the pupils play an important role in the desire for education in schools. Modelling refers to individual changes in cognition, behaviour or effects that results from the observation of others (Ryan, 2000). Observation enlightened an individual on the consequences of such behaviours and opinions on individual made. Depending on the consequences, a model can strengthen or weaken the likelihood that the observer will engage in such behaviour or adopt such beliefs in future. An indication that there is need to have a role model who is successful in education, who went through the same

school, comes from the same community and have achieved success in life in every schools. This will influence pupils' retention and minimal wastage.

Pryor and Ampiah, (2003), point out that the presents of a role model in a family is the main factor leading to pupil's retention in school. Also a number of pupils see some of their peers or schoolmates as their models. Teachers, parents and peers all provide pupils with suggestions and feedbacks about what they should think and how they should behave in social situations. They should make decisions based on the situation and to give feedback which is either positive or negative. These modes can be a source of motivation or lack thereof. Parents and the communities are misinformed about the value of schooling. Parents are likely to let their children to drop out of school if they had dropped out. Others drop out due to negative attitude towards schooling. As a result of lack of motivation for most students cannot continue to secondary school. Based on preconceived notions teachers have misguided expectations and standards of certain groups of students.

Financial states of the parents determine how much they raised their children (Ellion, Bartkowski, & Segal, 1998). Most students who do not complete school do so because of family problems, especially those whose parents are not interested in education and do not support their children in studying. Education is compulsory but, despite this, some people do not take it seriously because jobs are available even if students do not have a good education. Some families are poor and need their children to work in order to increase the income. All these problems will create young people who do not have any skills and who will not be able to improve their lives for the family and the country. In some family's HIV/AIDs has caused some children to drop out of school so as to take care of their sick parents or to provide basic needs to the family, especially a single parent family. Family engagement is important factors that assist to cub dropout. The family should be involved in improving factors such as student academic achievement, attendance, attitudes and behaviours in school, and expectations of achievement from teachers. Mentoring/Tutoring – provides students with a caring, trusting relationship between an adult and a youth that includes a one-on-one activity that focuses on academics.

Melvin (1977) explained that people of lower social class standing usually, have limited education and perform routine work jobs under close supervision. Developed and developing

countries have attempted to find the best practices in preventing wastage. A report by Prepared for the Texas Education Agency by ICF International and the National Dropout Prevention Centre/Network in (2008) revealed strategies that were most widely used among Tier 1, 2, and 3 programs and were common strategies used by the programs with the strongest results. They included school-community collaboration, safe learning environments, Family engagement, Mentoring/Tutoring, Alternative schooling, Active learning and Career and technology education.

Griffin (2002), States that many people beliefs that stereotype threat increased dropout rates and leads to frustration, misconceptions, and misunderstandings among students and teachers. Studies confirm that children tend to cluster in groups made of gender. In some slums areas of Nairobi while some parents think that schooling is more important for boys rather than girls. Overall education was found to have an inverse relationship with fertility. Women with secondary education had fewer children than those with primary or with no education. Government efforts for improving school access, retention and achievement will not be successful unless accompanied by early and continuous health interventions to tackle nutritional deficiencies and other health related illness and conditions that impact on children's school absenteeism and their overall cognitive development (Pridmore, 2007).

2.3 Institutional factors

The concept of school dropout is closely linked to school enrolment and absenteeism. Upon registration at school, a track record of the physical presence and learning of pupils is monitored once or twice daily by a class teacher by marking their presence. If the child fails attending school for a period of one year and does not return to school, the child is then considered having dropped out of school in that year. School wastage is the difference between the number of pupils/students enrolled in school at the beginning of academic year and the number of those who remained at the end of the academic year (Okaja, 2007). The school that one attends should develop trust and teamwork so that the institutional environment enables the pupil to acquire learning skills. Pupils detainment in school is influenced by the climate or the atmosphere of school one attends.

Depending on the environment schools can either open or close doors to the interpersonal relations between the teachers and the pupils that lead to academic performance (Barry, 2005). Teachers should not escape a part of flame when pupil drops out because they stand in

transmission of knowledge, values, and skills in the learning process. When the teacher is not effective the pupil under the teacher will achieve inadequate progress academically leading to wastage. There are factors within the school that contribute to pupil's wastage. They include peer pressure, repetition, teacher's attitude and school environment

2.4 Peer pressure

According to Castro Giovanni, (2002) a peer group refers to a small group of similar age, fairly close friends, sharing the same activities. A peer group asks questions relating to social identity such as what do I want in life? Being part of the group adolescents feel that they are able to answer some of the challenging questions facing the peer group and so they are proud being part of the group. Adolescent spent more time with peers than with parents or adults enough reason to study the impact of peer pressure on each other. Most peers conform to peer pressure on commonly things such as clothes, hair style or walking style. But when it comes to social issues or moral values, parents still remain more influential than the peer (Black, 2002).

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behaviours in order to conform to group norms, either positive or negative. Pupils may lack the maturity to handle peer pressure from 'friends' who have dropped out of school and this will affect them negatively (Marsh, & McElhaney, 2005). However, pupils' positive peer pressure can also have positive effects. For example, if one is involved with a group of students that are ambitious and working to succeed, one might feel pressured to follow suit to avoid feeling excluded from the group. Participating in peer group is a primary stage of development and adolescents' identities are often closely associated with that of their peers (Santor et al, 2000). Students have acknowledged feeling stereotyped by teachers based on their race and ethnicity. Also Students perceives that lack of teachers' management of time effectively as the teacher's blatant ignoring of students causes pupils wastage. The pupils begin to question adult's standard and the need to for parental guidance

Peer Pressure is prominent among dropouts. Cultural Inversion, or peer pressure to resist schooling, is a leading cause of high dropout numbers among minorities. Minority students face pressure from minority peers to uphold an apathetic attitude toward school because a studious attitude is not considered 'cool', (Griffin, 2002). Peer pressure can lead to

experimentation with drugs and alcohol, sex, skipping school, and various high-risk behaviours like a sudden change in appearance, mode of dressing (clothing) and change of attitude, especially if accompanied by secretive behaviours. Many pupils who drop out report that their friends had also left school while others report that their siblings had also dropped out of school. Peer pressure tends to have more of an effect on children with low self-esteem. If a child feels compelled to fit in, the teen may do things that go against his or her beliefs simply to be part of the group

Hale (2007), states that when students have no one encouraging them to stay in school they are more likely to dropout. Parents will not change the teen's attitude by forbidding access to these peers. They can only change the attitude by dealing with the primary issues that cause it in the first place. An adolescent is drawn to a particular group because it "fits" them in some way. If they are choosing the wrong group, there is a fundamental core issue that needs to be addressed therapeutically before any significant change. The school should therefore provide students with the opportunity to achieve success based on their own personal goals and achievements. It should also employ teaching and learning strategies that engage and involve students in the learning process including cooperative learning, multiple intelligence theory, and project-based learning. The school should introduce career and technology education that involves integrates academic and career-based skills, giving all students a solid academic foundation regardless of their plans after primary or high school.

According to Lashbrook (2000), adolescents are well aware that they influence each other. It is assumed that peer pressure influence can have various negative effects. It is assumed that peer groups may not allow adolescents to be themselves in the truest sense of the things they do. Adolescents need to put an act of action to be accepted by the group with which they would like to be associated. It is also believed that peers, parents, teachers and siblings all play a large role in adolescent's function in everyday living. The pupils would be pressured into improving themselves, bettering them in the long run. This is most commonly seen in pupils that are active in sports or other extracurricular activities. Cultural and group Peer Pressure is prominent among dropouts. Cultural Inversion, or peer pressure to resist schooling, is a leading cause of high dropout numbers among minorities. Minority students face pressure from minority peers to uphold an apathetic attitude toward school because a studious attitude is not considered 'cool', (Griffin, 2002).

Peer pressure exerted by peer group in encouraging a person to change his or her attitude to conform to group norms (Kirk, 2002). Peer pressure can lead to experimentation with drugs and alcohol, sex, skipping school, and various high-risk behaviours like a sudden change in appearance and change of attitude, especially if accompanied by secretive behaviours. Peer pressure tends to have more of an effect on children with low self-esteem. If a child feels compelled to fit in, the teen may do things that go against his or her beliefs simply to be part of the group. Parents will not change the teen's attitude by forbidding access to these peers. They can only change the attitude by dealing with the primary issues that cause it in the first place. An adolescent is drawn to a particular group because it "feeds" them in some way. If they are choosing the wrong group, there is a fundamental core issue that needs to be addressed therapeutically before any significant change.

Social recognition of sport participation and competition are external sources of enjoyment for many peers who are mainly low achievers in academic work. Peers believe that the experiences gained in athletic participation influences pupils in many areas of life including job satisfaction and life satisfaction which enables them not to drop out of school. Peers mainly who are academically weak in class find athletics as a way to drop out of school and to join athletics camp which enables them to acquire sports skills necessary for success in later life. Athletes are taught skills and processes as well as coping strategies in life. Many believe that athletic activities are not only supportive of the academic mission of schools but are inherently educational and vital to the total development of students hence assist in reducing the gap between retention and dropout rates in schools (Burnett, 2001). The school should therefore provide students with the opportunity to achieve success based on their own personal goals and achievements. It should also employ teaching and learning strategies that engage and involve students in the learning process including cooperative learning, multiple intelligence theory, and project-based learning (Hale, 2007) states that when students have no one encouraging them to stay in school they are more likely to dropout.

Social recognition of sport participation and competition are external sources of enjoyment for many students. Peer's belief that the experiences gained in athletic participation influences pupils in many areas of life including job satisfaction and life satisfaction which enables them not to drop out of school. Athletics have usually been thought of as a way to

teach youth skills necessary for success in later life. Athletes are taught skills and processes as well as coping strategies in live. Many believe that athletic activities are not only supportive of the academic mission of schools but are inherently educational and vital to the total development of students hence assist in reducing the gap between retention and dropout rates in schools (Burnett, 2001).

The people of lower social class standing usually, have limited education and perform routine work jobs under close supervision. Developed and developing countries have attempted to find the best practices in preventing drop out. A report by Prepared for the Texas Education Agency by ICF International and the National Dropout Prevention Centre/Network in 2008 revealed strategies that were most widely used among Tier 1, 2, and 3 programs and were common strategies used by the programs with the strongest results. They included school-community collaboration, safe learning environments, Family engagement, Mentoring/Tutoring, Alternative schooling, Active learning and Career and technology education. Griffin (2002), States that many people beliefs that stereotype threat increased dropout rates and leads to frustration, misconceptions, and misunderstandings among students and teachers.

Family engagement in discussion is important factors that assist to curb dropout. The parent should be involved in improving factors such as student academic achievement, attendance, attitudes and behaviours in school, rather than to wait for expectations of achievement from teachers. Mentoring/Tutoring – provides students with a caring, trusting relationship between an adult and a youth that includes a one-on-one activity that focuses on academics. Ananga (2010), accepts the fact that the school exerts a powerful influence on children's achievement, and its characteristics have an impact on the wastage rates. Reasons for wastage may be classified into those “internal” and those “external” to the educational system. Neither group should be treated in isolation. An educational system reflects the values and priorities of the society it serves. Communities with whom FGDs are still valued wastage is still a problem in their communities. This can mean that: the 6-13 age population has been grossly underestimated; primary school going age brackets are too narrow; primary school enrolment has been grossly overestimated since the beginning of UPE; and non-Ugandans are benefiting from UPE. The communities ascribe the problem on non-enrolment lack of parental values towards education and domestic work. FPE has increased enrolment but many students' learning remains inadequate.

A recent national wide survey in Kenya found that only 33% of children in class 2 can read a paragraph at their level. According to Muleyi (2008), teachers do influence pupils' performance. School factors that influence pupil's academic performance include the kind of treatment which teachers accord the pupils for teacher's accountability. Schools are commonly evaluated using pupil's achievement data (Heck, 2009). Teachers cannot be disassociated from the school they teach and academic results, as the basis who produce better results, teachers should not escape a portion of problem when students perform poorly (Cherongis, 2010). The survey further found a third cannot read a word and 25% of class 5 students cannot read a class 2 paragraph (Uwezo Kenya, 2010). These poor performance and learning indicators may conspire to push children out of school. There are not enough schools, and within existing schools there are not enough benches, desks, or chalkboards to mention only the most basic equipment. This is particularly true of many schools in the poorer nations of the region. Family and community expectations of education quality affect decision making around access to school and pupil retention.

Interaction between internal and external factors is continual and, this interrelationship should be borne in mind. Studies carried out in Kenya by UNESCO (2005 and 2011), Kiveu (2009), Oketch and Rolleston (2007), found out that a wide variety of school related cases influence school wastage. Specifically factors such as teacher attitude, school repetition, corporal punishment, difficulty in learning and being over age for school grade were seen to be among institutional factors that affect school wastage at the basic education in Kenya. Perkins, (2013) indicates that teachers' attitude contribute significantly pupils' attention in classroom whereas Adesoji and Olotunboson (2008), illustrated that student attitude is related to teacher's characteristics and it has an impact to pupil's wastage. Also, distance to school is another important determinant of educational access and wastage.

The distance to the latter may be considered too far for younger children, especially girls (Murugi, 2008). This is also true in the Internal efficiency indicators especially dropout rates in Primary Schools is an emerging issue in Kenya and most countries of the world today. This is because a large amount of resources in terms of time, money and other supportive materials are often committed to the provision of secondary school education. Secondary school education in Kenya and most countries of the world usually start at fourteen years of

age and runs for four years. Upon completion of secondary school, students can choose to go to college or pursue other vocational fields. Students who do well in secondary school are admitted to college, and others join teacher training institutions, technical training schools, or the job market. The competition for admission to colleges and Training Institutes is normally very high. The secondary school education programme is geared towards meeting the needs of both the students who terminate their education after secondary school and those who proceed to higher education have a better chance compared to primary school dropout (Republic of Kenya, 2003).

Wastage is commonly caused by factors that lead to chronic truancy such as academic failure due to frequent absenteeism, or fear of certain teachers. One institutional factor that influence school dropout is the issue of academic performance. Regarding this, Colclough et al, (2000) emphasise that poor academic results are associated with high levels of grade repetition and dropout, and the low progression ratios to higher levels of the educational system. According to the findings from the study, the level and pattern of repetition vary by region and by race, with the highest being in the northern region and more boys than girls repeating. Whereas EMIS data suggest that more girls than boys repeat classes experiences of the sample schools suggests otherwise.

This difference between EMIS (2001), and the field of this study could be due to the time period that elapsed between the school census that produced the EMIS 2001 as well as the different methodologies used. The primary school itself, its facilities, and pedagogical methods, all affect the child's learning experience and exert an influence upon retention or drop-out. The unsatisfactory performance which leads to wastage and the low achievement of girls in public primary schools in Rift Valley Province was of great concern. On average, a child misses 23 days in a year, in the schools sampled. The girl's rates are slightly higher than those of boys. This rate is much higher than the 13 days a year that was reported by UBOS, (2001). The community gives a highly varied list of reasons for absenteeism. This list is topped by household chores while the often absent pupils give three main causes; sickness, domestic work and lack of school requirements.

The girls list is much longer and also including, being asked to take care of the home when parents are absent and caring for the sick. The children suggest that the Ministry of Education should provide scholastic requirements and sensitize parents about provision of proper

medical care and reducing children's workload. The community sees remedy in regulation by the law that should lead to punishment of parents/guardians that keep children out of school. The survey carried out in KCPE results in Kenya revealed that girls perform poorly in almost all subjects compared to boys. This becomes even worse as they move up the ladder. This is also supported by Fatuma and Sifuna(2006). The fact the curriculum fails to adequately address the needs of girls who acts the role of mothers and are mostly absent from school is a great concern.

This makes them also suffer from chronic fatigue, lack of concentration and forced repetition. Their academic performance is hence impaired and self-image lowered and eventually these girls drop out of school (UNESCO, 2002). Moreover, with the advent of FPE, enrolment increased in the classes in the lower grades was often very large and the children arrived with wide ranging levels of preparedness. These large and heterogeneous classes can challenge pedagogy. At the beginning of 2005 the average first grade class in some areas of Western Province was 83 students and in 28% of the classes it was more than 100 (Glennester et al, 2011). Banarjee and Duflo (2006), state that there are varying definitions of what quality actually means. There seems to be a dearth of empirical studies establishing the link between quality of education and school dropout. Such shortcoming notwithstanding, the discussion on education facilities are linked to quality in terms of human resources and in-school resources. Also lack of availability of resources such as textbooks, desks and blackboards has been found to influence school wastage.

2.4.1 Language of instruction used in the institution

Language of instruction in the early years can influence dropout rates of pupils in school (Hunt, 2008). Students' academic success is influenced by the type of school attended. The school factors that influence pupils include the school structure, and school climate. The school is the instructional environment that operates and sets the parameters of pupils learning experience the teachers trained should use the local language in the early grades to teach pupils, these would mean that there would be better understanding for children in starting school and the likelihood of drop out will be reduced due to lack of academic progress. Teachers must use appropriate and effective instructional material, method of teaching and the language of communication used in the school so that pupils can easily transfer what is taught in school and apply to solve problems These students are not very

conversant with English language, hence their communication both oral and written is very poor and for this reason, they always feel out of place.

Since pupils always stay in groups, they influence each other and this makes them to drop out of school due to peer pressure influence. Language of communication plays an active part to high wastage rate among the Hispanic students in the United. In order to ensure their language will not contribute to their dropout, the teachers ensure that, by the time they are leaving third grade, they should be in a position to read properly and to communicate (Secade, 1999). Bilingual education was encouraged which brought about the school culture in the education system especially in schools that retained Hispanic students, (Lockwood, 1999). This enabled them to have confidence while communicating because they always feel at home while in school. Since Hispanic students spend most of their time in school, the teacher ensures that the students behave responsively.

2.4.2 Repetition

The present of Repetition in primary schools de-motivates the pupils in their studies. A repeater is a child who has to repeat the same grade, due to examination failure or low attendance record Sitati (2013). A repeater may or may not become a drop-out, but there is a high probability that he or she will. The drop-out may or may not re-enter the school at a later date, but there is more probability that he or she will remain lost to the educational system. Whereas the repeater may stay on and eventually repeat the primary cycle, the wastage is very frequently lost to the system and may also fail to retain even the vestiges of academic skills gained earlier. Evidence from several countries shows that early drop-out lapse to illiteracy Repetition of classes in correlation to age has got a lot of detrimental effects to the pupils; it may also influence the pupil's capability of finishing school. Repetition leads to drop out due to; pupil's overage in primary school compared to those who have not (Grant & Hallman, 2006). Children who are not promoted to the next grade must either repeat the same grade or drop out of school. The high enrolment rate in lower and middle level classes is as a results repetition rate. In Madagascar, for example, 12 percent of young people aged 16 and 17 in 2003 that lived in the richest households and who had access to school dropped out without Completing primary school (Leach et al., 2003).

In Niger in 2006, 6 percent of 16 and 17 year old pupils who were enrolled in school 30 percent dropped out, but only 7 percent remained over age in primary school. In Malawi,

Rwanda and Uganda over age children in school is also a problem. This shows that the older the child is, the greater the chances of not completing the basic cycle of primary school (Cameron, 2005). In Malawi, Rwanda and Uganda over age children in school is also a problem. This is due to the fact that for older children, the opportunity cost of schooling increases significantly and with this a pressure to work or to get married (UNESCO, 2005).

In Kenya in 2003, the proportion of 16 and 17-year-old pupils without access to education was 9.1 percent. Of those who attended school, 16.1 percent drop out without completing primary school. 45 percent of 16 and 17 year old pupils are still in primary school, which means that these children are overage, with an increased risk of dropping out. This is a big problem of over age children in primary school. To teach pupils of different ages requires a different curriculum and teaching approaches hence making repetition a factor to dropout. The children who repeat classes usually perform poorly in examination. Parental decision is responsible for their repetition (UNESCO, 2005).

There is a problem with respect to access to school and relatively sustained enrolment rates. According to study done by Sitati (2013), revealed that both external and internal factors influence high dropout rates of pupils in Bungoma Western Kenya. In addition, more girls' dropout in upper primary level while boys' dropout more both at middle and lower primary. The head teacher being a role model works together with pupils on how to succeed in life and in academic work to minimize wastage. In such a school every member is useful in decision making process and pupils are usually disciplined and possess positive academic attitude. The school then is seen through the administrative capability of the head teacher.

The community gives rampant absenteeism and poor academic performance resulting to repetition as the perceived cause of pupil wastage. Ananga (2010), indicated that age of the pupil at the time of enrolment is an important determinant of retention and completion. The head teacher has a formal responsibility to build good relationship with parents, members of the community which the school serves and educational officers to curb wastage in schools. As a remedy to this problem, the teachers should teach better and turn up for all classes. They should also encourage child-to-child cooperation in learning. The head teacher should ensure that classes should be de-congested and more qualified teachers should teach. Most countries require that pupils successfully complete primary school before allowing them to gain secondary education.

Ersado (2005), asserts that over age enrolment predisposes pupils to dropout. In instances where children start schooling later than the official entry age, they are not very likely to complete basic school (UIS & UNICEF, 2005). Late enrolment may be attributed to the child's poor health or nutritional status, gender, household conditions, or in certain cases, distances to school (Pridmore, 2007). Late school enrolment creates the phenomenon of over age in grade, a situation which pupils may find schooling unappealing owing to the pressure of feeling inferior to younger classmates. In addition, unfriendly classroom environment is sometimes created by teachers' attitude to overage pupils. These two conditions together with the use of a curriculum that is not designed conspire to push children out of school.

Ackers, et al. (2001) described how in Kenya, low transition rates between standard 6 and 7 are partly explained. The majority schools encourage weaker students from taking part in the Kenyan Certificate of Primary Education (KCPE) in order to protect the school image. This forces the aged pupils to get frustrated and eventually drop out. The perception of Physical prowess and increase in level of fitness are related to the pupil development of self-Esteem. A Pupil with lower self-esteem is likely to drop out of school likewise to a pupil with high percentage of body fat, they tend to have low perceptions in the area of physical appearance, Low self-esteem, loneliness and low acceptance is often associated with some problems identified with overweight and is likely to drop out of school.

2.4.3 Teachers attitude

Teaching practice and behaviour can particularly influence pupil's decision to drop out. The caring attitude of the teacher can support the development of mutual respect between a teacher and pupil. Teachers must understand the need for making greater effort to partner with parents own terms to understand attitude and belief connected to family to minimize wastage in school. From their research in Ethiopia and Guinea, Colclough et al (2000) found that teachers were more positive about perception, interest and intelligence of boys rather than girls. The boy child develops confident and high self-esteem believing that they are better than the girl child. In some cases, this is because they believe that girls will drop out early, an attitude that can then become a self-prophecy (UNESCO, 2010). The prevalence of teacher absenteeism is noted in the works of Alcazar et al, (2001), Banarjee and Duflo (2006), explain clearly that pupils' education and by extension, interest in school suffers as a result of teacher frequent absenteeism as a results of forced transfer. Teacher's positive attitude is developed when there is collaboration with the school stalk holders. Despite the

limited data, the level of inter-school transfers seems to be substantial. The main reasons for these transfers are: long distance to school and poor academic standards. The community attribute transfers mainly to poor academic standards. Some girls have transferred as a result of sexual harassment and harsh punishments. The community recommends that all stakeholders should work together to improve the schools.

The attitudes of the teacher towards the pupil influence whether they dropout or not. Educational practices have been found to be more likely to exclude boys (Hunter, 2003). Although few researchers make the direct link, there are issues related to the preservation of an appropriate teacher-student relationship and wastage. For example, the use of corporal punishment or violence is practised by teachers in many countries (Humphreys, 2006; Hunt, 2008), in which boys are mostly targeted leading to wastage.

There are policy initiatives that have been established geared towards the improvement and access of education in Kenya. These have been introduced under Economic Recovery Strategy for Wealth and Employment (ERSWE) 2003- 2007. Key reforms include the development of Sessional Paper No.1 which resulted in the adoption of a Sector Wide Approach Programme Planning (SWAP) to the provision of education in the country. This approach involves different stakeholders to support education both at the primary and secondary level of education. Through the SWAP process, the government and development partners have developed the Kenya Education Sector Support Programme (KESSP), the programme aimed to improve access, equity, quality, retention and completion rates both at primary and secondary school level of education (MOEST, 2005). On operationalization of KESSP in 2005, key developments have been introduced within the education sector. At primary level, these reforms involve the decentralization of functions from the national to institutional levels, a move that is aimed at bringing services closer to the people and tackle education wastages.

Students with reported discipline problems are twice as likely to drop out compared to students with no recorded discipline problems. Discipline problems lead to frustration, missed class time, and often bad relationships with teachers. (Wainaina, 2006 p.5), observed that “pupil’s wastage is, due to lack of school fees and school uniform hence develop truancy and warned that the situation could be worsened if the trend was to continued”. Student from different cultural background may feel alienated, unwelcome, or out of place in school

leading to wastage. School promotes the value of the majority culture and not of the minority. School wastage may occur in rich areas too and affect well-off families.

2.4.4 School Environment

The school should be an environment that attracts pupils to learn. Multiple theories have been related to drop out problem. Many of these theories contain strands related to system theory. The theory identifies four school factors that influence student's performance and dropout. These factors include; student's composition, school resources, structural characteristics of the school and school practices (Rumberger & Thomas, 2000; Ananga, 2011). (Entwisted, Alexander & Olson, 2004) states that schooling outcomes are based on the paths an individual follows throughout their lives, can contribute to enhancing the economy and may increase the desire for an education.

In some countries, there appear to be enough schools, for example in India over 90 per cent of her habitations have either their own primary school or primary section, or have one located within one kilometre. This is reflected in the way in which the family perceived education quality in relation to its own context; which is often regarded in terms of the expectations of children, the perceived relevance of the education the children are receiving, and their ability to meet parental aspirations. Studies carried out in India shows that both boys and girls drop out but the magnitude between the boys and the girls differ.

There are more boys who dropout about before completing elementary education in 2013 equivalent to 39%. Only 33% of the girls did so say the latest statistics of the ministry of Human Resources and Development (MHRD). The gender gap in drop out within a year appears to be more profound in the upper primary classes (5-8). The figures are based on provisional data of unified District Information System for education. In their study in Guinea, Glick and Sahn, (2000), argue that school environment and classroom conditions in general seem to be less conducive to effective learning for pupils. A comparison of the 6-13 age group projected population and primary school enrolment. While some have identified stand-alone factors, some studies have attempted to classify them as internal and external.

The issue of quality of education, which has to do with the process and practices, is another factor that affect school dropout. According to Akyeampong (2007,) and Hunt (2008), the level of school performance, its institutional configuration, its processes and practices and relationship within the school, between teachers and students, all influence access and

completion These factors within the school have been found to interact with other factors outside the school to cause children to dropout, although in some cases, a single positive or negative experience at school can be the main determinant of whether a child stays in school or withdraws (Boyle et al.,2002; State of World's Children,2006; Save the Children,2005; Uwezo Kenya,2010). Mukudi (2004) perceived that poor educational quality has been raised by many researchers as a major factor influencing school access (Mukudi, 2004a; Republic of Kenya, 2005, p.3).

Indian experience with the upgraded school in several areas has seen a reality. Evaluations have “indicated encouraging signs in terms of reduction in drop-out rate, wastage and stagnation’ (Sattar, 2004). In this system, the children work through learning materials at their own pace. The quicker students can receive enrichment activities and the students with particular learning problems may be given the individualized instruction they need. Improved access to education as a result of EFA and UPE programmes has highlighted the importance of quality as a requirement for ensuring sustained access. It has been argued that quality has been compromised by rapid expansion and increased access (Boyle et al, 2002). Motivating students in the classroom can be difficult, especially if students are not interested in school. Extracurricular activities are the driving force behind many students’ interest in attending school and their feelings of being a community member. These elements are essential to conducting a productive learning environment (Burnett, 2001).

Leach, Fiscian, Kadzamira, Lemani and Machakanja, (2003) states that “school safety issues are some of the factors that contribute to pupils drop out” Educators have long acknowledged that children learn best when they are interested. There is a sense of belonging which makes the pupil to be retained in school hence avoid dropping out of school. In addition to enhancing the entire school community, athletics provide more direct educational benefits to students. Athletics address the issues of relevance and engagement in learning. This enables the learners to be retained in school, associate the relevance of instructive information to an ultimate goal and become actively engaged in the learning process in the classroom.

Athletes must take information, directly apply it to a situation, receive feedback from their coaches and peers, and evaluate the information’s effectiveness under real-life circumstances (Burnett, 2001). This process during practice and games may often be used in the school to cap drop out in school setting as well. Athletes often are more outspoken than non-athletes

this enables most of them to think critically and solve out problem rather than dropping out of school. These will enable them to develop school culture. Schools generate internal cultures that revolve around groups that students form. These groups are partially dependent on membership status in school-sponsored activities.

Kane (2004), states that school safety affects the opportunities of boys and girls to complete primary school. Playground should reflect the diversity of sports talents in school. The equipment's used should meet the necessary safety requirement. For school safe ground to be maintained, good working relationships should be promoted among all stakeholders and the government officials. There should be proper supervision and inspection of school grounds to ensure that, there are no items such as broken glasses, loose sticks, stones or pot-holes that can cause injury to the learners. The classroom desks should be appropriate for use by both boys and girls. Poorly construction of desks can lead to accident in the classroom. It can also create tension and fatigue to learners. The classroom arrangement should facilitate easy and orderly movement of learners in the classroom.

The school organization has a legal and moral responsibility to ensure pupils has a safe sanitary and healthful environment. They should have access to clean and safe drinking water and water for cleanliness (Ministry of Education, 2008). Poor lighting can lead to eye problems which may eventually cause pupil wastage. Sahn, (2000) argue that school environment and classroom conditions in general seem to be less effective to conducive learning. Most of the primary schools have ineffective guidance and counselling department. This is due to lack of qualified teachers to assist pupils on what to do. In most schools guiding and counselling department does not even exist. The guiding and counselling committee is supposed to come up with a schedule of activities. These include guiding speakers on topical issues, peer counselling and teacher-tutee programmes. These programmes assist to shape the character of the students by arming them with relevant knowledge to assist them make informed decisions which may enable learners not to drop out of school.

Most primary schools Lack qualified counselling teachers. The counselling committee is not gender balanced, and so the needs of both boys and girls are not catered for. The government does not provide fun for in servicing of teacher's counsellors'. The schools lack funds to sponsor teachers for seminars, workshops and short courses so that they acquire knowledge

and skills to be able to draw a schedule of their activities at the beginning of every term. Boniface,(1996) states that a drug becomes an abuse when it is used purposely in disruption of psychological functioning causing health risks. Drugs such as alcohol and tobacco are the largest drugs mainly used by pupils (WHO, 1994). Alcohol is a central nervous system depressant. It further states that cigarette smoking alone is estimated to take the lives of more people than all drugs. The pupils may have used the drugs in order to conform to pressure from peer to make them feel good when they are depressed, lack of self-esteem and emotional problems.

The abused drug leads the pupil in decreasing academic performance, loose of interesting in school, seeking out drug-using friends, change in clothing habits and behaviours and eventually drop out of school. Glue causes psychological and physiological effects to the pupil leading one to drop out of school. Another challenge experiences by the teachers in curding drop put is teacher attitude. Research report by Colclough et al, (2000), shows that teacher attitudes towards pupil's impact on whether they dropout or not. In countries like Ethiopia and Guinea, teachers were more positive about perception, interest and intelligence of boys rather than girls. In some cases, this was because they believe that girls will drop out early, an attitude that can then become a self-prophecy (UNESCO, 2010). Educational practices have been found to be more likely to exclude boys (Hunter & May, 2003). On the other hand, the use of corporal punishment or violence is practised by teachers in many countries (Humphreys, 2006; Hunt, 2008), in which boys are mostly targeted leading to wastage.

2.5 Theoretical Framework

The underpinning framework of the study was Bertalanffy (1968) System Theory. He defined a system as a set of elements standing in interrelation. A major assumption of the system is that all systems are purposeful and goal directed. The school system exists to achieve objectives through the collective efforts of individuals embedded in larger community and institutional settings. School wastage are one such phenomenon that can be explained as a product of dysfunctional elements within the education system.

Using the system theory perspective, there are three general classes of factors that affect the dropout rates in a school system. These are the characteristics of the pupils entering the system (input factors), the programs of the system itself (institutional factors) and the social

conditions of the surrounding community, state and nation (environmental factors). Dropout is an output or result of the school's educational activity and function of the processes and environmental factors associated with the system. These elements do not operate in isolation but are interrelated making school dropout a process. This theory therefore shows how a school as a social system can function in dynamic equilibrium with their environments to regulate the wastage process.

2.6 Conceptual Framework

This study was guided by conceptual frame work in figure 1. In this study independent variables were socio cultural factors and dependent variable was the wastage of pupils in public primary schools in Keiyo south sub county. Other variables are intervening or moderating variables. The direction of the arrow shows the interrelationship between variables of the study. The institutional factor such as the school environment had an effect on pupils drop out. The school system relies on inputs for its production purposes. Such inputs include the characteristics of the child, age, motivation, a relevant curriculum and adequacy of teaching and learning resources. The interaction of these variables serves to determine if the child stays in school or drops out of school. The context variables influence the interactions both at school or at home level. The output of this interactions, depending on the relative strength of various inputs, the processes at school and classroom level, and the relative influence of the context variables either reduce or encourage wastage.

INDEPENDENT VARIABLE

DEPENDENT VARIABLES

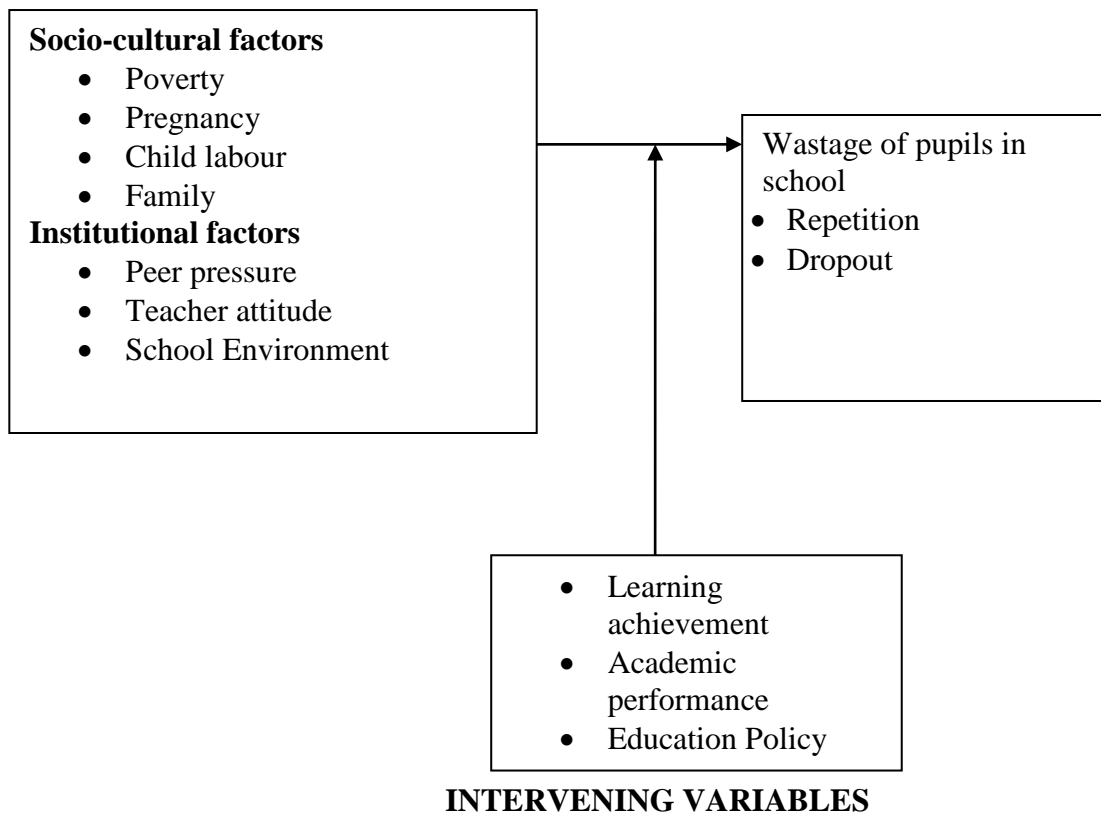


Figure 1: Conceptual Framework

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The research methodology is a set of decisions that make up the master plan specifying the methods and procedures for collecting and analysing the needed information. This chapter covers research design, location of the study, population size, research instruments, piloting of research instruments and data analysis.

3.2 Research design.

The researcher used descriptive survey design for the study. This was because it described a situation and sought to give a complete accurate decision of a situation at hand. The method was the most appropriate method because it involved asking relatively large number of people with the same set of standardized questions. Kothari (2004), described that the information gathered through survey can also be used to solve problems. The method takes the form of a survey as well as descriptive because it involves systematic collection and evaluation of sociological interrelation between factors that cause wastage in order to understand and explain them at present. The method measured various attributes of the school wastage. Surveys are also efficient method of gathering information from large cases by employing sampling procedures that reduce cost and ensure reliability. It is also an efficient method of collecting descriptive data regarding the characteristic of a population related to the study.

3.3 Location of Study

The research was carried out in Keiyo South Sub County. The Sub County borders Keiyo North Sub County to the North, Eldoret East Sub County, to the West and Baringo Sub County, to the East. The people living in the Sub County are from different ethnic groups but the majority of them are the Keiyo sub tribe of the Kalenjin community. Some of the socio cultural practices in the region are not applicable to the present situation hence there was need to address the problem by identify socio-cultural factors that influence pupil wastage in public primary schools.

3.4 Target Population

Mugenda and Mugenda, (2003), defines population as that group of individuals which the researcher wanted to generalize the results of the study. The research targeted 119 head teachers, 1,172 teachers and 28,907 pupils from 119 public primary schools in Keiyo South Sub County. This provides first-hand information of socio-cultural and institutional factors that contributes to pupils' wastage in public primary schools within the Sub County.

Table 1: Target Population

Division	Schools	Head teachers	Teachers	Pupils
Soy	27	27	266	5,461
Metkei	39	39	384	9,246
Chepkorio	53	53	522	14,200
Total	119	119	1172	28,907

Source: AEO Chepkorio Division (2012)

3.5 Sample Size and Sampling Procedure

This is the process of selecting a number of individual for the study in such a way that the individuals selected represent the large group of people from which they were selected. The sample size is the representative set of objects that have been selected for the study. The schools are found in 3 divisions, Soi, Metkei and Chepkorio. The researcher purposely selected the schools with the criteria that ensure equal representation from each division. The head teachers, the class teachers and the pupils from class 4-8 in the sampled schools were selected to participate in the study. Patton, (2002), argued that the sample size depends on what one requires to know, the main idea of the inquiry was to take what was useful and has credibility within the time frame. Therefore 10% of the schools in each division were useful and credible and were selected to participate in the study.

Table 2: Sample Size

Division	School	Head Teacher	Teachers	Pupils
Soy	001	1	8	20
	002	1	8	20
Metkei	003	1	8	20
	004	1	8	20
	005	1	8	20
Chepkorio	006	1	8	20
	007	1	8	20
	008	1	8	20
	009	1	8	20
	010	1	8	20
Total		10	80	200

The sample size

The researcher used 10 schools, 10 head teachers, 80 class teachers and 200 pupils.

Sampling Procedure

The researcher used purposive techniques to sample 10 schools. In each school selected, purposively sample 1 head teacher, 8 class teachers and random sample 20 pupils giving a total of 290 respondents. To maintain proportionality 10% of the schools in each division were picked purposively. This translates to picking 2 schools from Soi division, 3 schools from Metkei division and 5 schools from Chepkorio division. The schools in the division are found in the highland region, the hanging valley and the rift valley floor.

In each school selected purposively sample eight (8) class teachers from standard one to standard eight (1-8), giving a total of 80 class teachers from 10 sampled schools. Simple random sampling was used to select the pupils for the study. Using lottery system, the names of pupils were written in pieces of papers then put in a container. The researcher stratified the classes according to gender from standard four to standard eight. The lottery was then drawn according to the gender from standard four up to standard eight. The number of pupils selected from each class was four, 2 boys and 2 girls. The number of pupil in each school selected for the study were twenty and the total number of pupils for the study were two

hundred. The reason for this was that the pupils in these classes do understand issues related to pupils' wastage.

3.6 Instrumentation

The study used three instruments: Questionnaires, Interview schedule and content analysis method (class registers). Data was collected by use of questionnaires administered to the teachers and pupils only; interview was administered to the head teacher in the sampled school. The content analysis method was administered to the class teachers.

3.6.1 Questionnaire

The questionnaire contained questions that were both closed and open-ended. The questionnaire method was used because it assisted in collecting a lot of information over a very short period of time (Mugenda & Mugenda, 2003). Questionnaires were also appropriate because information was to be collected from a large sample and diverse regions, it was also confidential and saves time. The questionnaire was brief and straight forward. It allowed the respondents to give the right information about the questions which resulted in more meaningful answers that provided factual information. It was also economical to the researcher because less time was used to collect data. The information that the researcher collected from the questionnaire was on socio-cultural factors that influence pupil's wastage in public primary schools.

3.6.2 Interview schedule

The Interview schedule was used to capture the facts, views, opinions and perception of the head teacher on socio- cultural and institutional factors contributing to pupil's wastage. The interview schedule comprised of open questions for interviewing the head teachers. Interview was carried out by the researcher. The researcher sought permission from the head teacher of the schools prior to the interview to carry out the study. The reason for this was that, the head teacher understands better issues related to wastage. Using the interview guide, the researcher asked questions to the head teacher and noted down the answers given. The information that the researcher collected from the interview schedules was on socio-cultural and institutional factors that influence pupil's wastage in public primary school.

3.6.3 Content Analysis

The researcher sought permission from the head teachers of the school to carry out the study. Content analysis was carried out immediately after interviewing the head teacher on the same day. The researcher analysed the class registers for the pupils in the sampled schools for the last four years with the assistance of the class teachers were able to identify the number of pupils who were absent from school over a period of time. The class registers analysed by the researcher were for the year 2010 to 2013, which was a period of 4 years. The class registers showed the number of pupils who left school over a period of time. The researcher asked the class teacher of each class to assist in explaining about the wastage of pupils in their classes. Using the content analysis, the researcher established the number of pupil who were absent from school over a period of time.

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mutai, 2001). Validity also refers to the success of an instrument to measure what is supposed to measure. Patton, (2002) indicated that validity is quality attributed to proposition or measure to the degree to which they conform to establish knowledge or truth. Further Ndurumo (1993), notes that a test is valid if it measures what it claims to measure. This is to do with how accurate the data obtained in the study will represent the variables of the study. Validity therefore refers to the extent to which an instrument measures what it ought to measure. It is an extent under which an instrument asks the right question in terms of accuracy. Instrument was validated by the supervisors, and the university lecturers who offered expert advice and experience through scrutiny and corrections of items in the research instruments.

3.7.2 Reliability

Reliability is a quality attribute to measure the degree to which a research instrument is consistent in producing results. According to Mugenda & Mugenda (1999), the reliability of an instrument is the measure of the degree to which the research instrument yields consistent result or data after repeated trials. Reliability is important because it is a pre-condition of the instrument in measuring what it is supposed to measure. The research instrument was tested using test-retest method which assessed the degree to which test scores are consistent from test to the next measurement. The test is gathered from single ratter. It uses the same methods and instruments and the same testing conditions. The researcher prepared questionnaire with both structured and unstructured questions. The researcher tested the instrument by distributing questionnaires to the teachers and the pupils in the two schools in the neighbouring Marakwet sub county, which was not part of the sub-county under study and data was collected on the same day. The test was done prior to the study. The result gave indication of accurate test because it captured what it purported to; the various causes of school wastage in relation to socio-cultural factors that influence pupil's wastage. The researcher then went back to the same school after two weeks with the same instruments and gave them to the same teachers and pupils. To ensure that the test established the same result every time it is tested. The researcher used test retest method to test reliability.

3.8 Ethical Considerations

Permission to collect data was obtained via an introductory letter from the District Education Officer to the head teachers of public primary schools within Keiyo South Sub County. The researcher then visited the schools to seek consent from school head teachers to conduct the research after explaining to the head teacher about the purpose of the study. In each school selected, the researcher created a rapport with the respondents and explained to them the purpose of the research. The researcher also assured them of the confidentiality of the answers given. The teachers sampled were shown the consent letter after which they were requested to respond to the questionnaire honestly. They were assured of confidentiality and anonymity. The Completed questionnaires were then collected immediately.

3.9 Data Analysis

Data collected from the field using questionnaires were sorted and cleaned for inconsistencies. Coding of the variables was done using Statistical package for Social science (SPSS) version 20 and descriptive statistics (Frequencies and percentages) were generated using frequency procedure. The output of analysis was exported to Microsoft word and interpretations made. Bell (1993), maintains that when making results known to variety of readers, simple descriptive statistics like percentages have a considerable advantage over more complex statistics, since they are easily understood. The results of data analysis were presented in frequency distribution tables. The wastage rate was determined using the following formulae

$$d_t = \frac{D^{t+1}}{E_t} \times 100$$

Where d_t is the dropout rate.

D^{t+1} is the number of pupils who dropped out in the next grade?

E_t is the enrolment in the present year

Interview data was generated qualitatively. Mertens (2005), argues that qualitative approach intends to understand the world of human experience and the primary instrument for data collection. The researcher physically went into the schools and interviewed the respondents and made observations on the possible causes of wastage. The researcher arranged the responses thematically after which the main themes were analysed qualitatively to determine the factors that majorly contributed to pupil's wastage.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with results and discussions based on the study objectives. The data presented in-depth information into the causes of pupil's wastage in public primary schools in Keiyo South Sub County.

4.2 Socio-Cultural factors

The class teachers were asked which of the following socio-cultural factors that influence pupil's wastage. The results were as shown on the table.

Respondents; teachers

Table 3: Socio-cultural factors

Socio Cultural factors		SA	UN	D	SD	Total
Poverty reduces chances of schooling	N	75	1	4	0	80
	%	93.8	1.2	5.0	.0	
Initiation aids pupil drop out	N	54	1	18	7	80
	%	67.5	1.2	22.5	8.8	
Peer pressure cause drop out	N	57	4	19	0	80
	%	71.3	5.0	23.8	.0	
Cultural belief on values of education cause dropout	N	34	6	28	12	80
	%	42.4	7.5	35.0	15.0	
Lack of basic needs causes dropout	N	73	2	4	1	80
	%	91.3	2.5	5.0	1.2	
Drug abuse and substances causes drop out	N	57	5	9	9	80
	%	71.2	6.2	11.2	11.2	
Early marriages causes dropout	N	59	7	6	8	80
	%	73.8	8.8	7.5	10.0	
Forced marriages cause drop out	N	29	8	22	20	79
	%	36.7	10.1	27.8	25.3	
Cultural indifference	N	30	8	23	18	79
	%	38	10.1	29.1	22.8	

The study explored the socio-cultural factors that influence pupil's wastage in public primary schools in the study area. The respondents were asked to state which among the following socio-cultural factors mostly influence pupil's wastage in public primary schools; Poverty, lack of basic needs, peer pressure, pregnancy and early marriage, initiation, drug abuse and cultural belief on values of education. The results indicated that, the most highly rated 93.8% among the socio-cultural factors was poverty. The number of respondents who strongly agree that poverty influence wastage among the public primary school pupils were 75. This finding also supported Okumu (2009), who pointed out that poverty was the major cause of 50 & 60% of students who drop out of school respectively.

Poverty level in the region is high. Most of the parts in the region experienced harsh spelled long dry seasons most of the year, leading to starvation and loose of livestock. The region is divided into three geographical regions; the upper valley, the hanging valley and the lower valley. People in the lower and the upper valley depend on the rearing of goats and the keeping of bees for their livelihood. The lower valley, and the hanging valley have large number of wasted pupils due to hardship condition such as lack of food caused by unreliable rains which cannot support the growing of crops and in some cases the rearing of animals, compared to the upper valley. This makes the pupil lack concentration in class leading to frequent absenteeism over a period of time. Most of the pupils who experience hard ship conditions may keep up resulting to wastage. School feeding programmes are confined to few boarding schools where parents can support. The research findings in the study area differ from research work carried out in Meru in the sense that, in Meru pregnancy was the major cause of pupil's wastage while in Keiyo-South Sub-County poverty was the major cause of pupil's wastage.

The over aged children are forced by poverty beyond their control to drop out of school so that they can work as house keepers in other areas in order to raise money to assist their parents in providing for the family needs. Most of the children are under age and employing them is exposing them to child labour. This finding supports the study done by UNESCO, (2004) which pointed out that labour work offered to persons below the age of 18 is not only widespread, but it is also escalating at alarming rate in terms of regions. Rural have a higher proportion of 19% compared to 9% in urban areas. The pupils who dropped out of school comes from the three regions.

Another Socio-cultural factor that was highly rated to have caused wastage was lack of basic needs. Those who strongly agreed were 91.3% and the numbers of the respondents were 73. Lack of basic needs such as food cloths and protection may lead to pupil's wastage. This finding support the study done by Gubert & Robilliard (2006), which states that the contribution of the child labour to the family welfares is the only reality. This has been found to be true because children from low socio-status household and those that are vulnerable and prone to income shocks commonly face some form of demand to withdraw from school if their parents cannot effort the direct cost of education. When pupils lack basic need, they lack concentration in class, can develop truancy, making pupils to develop negative attitude leading to wastage.

Poverty also exposes the girl child to early pregnancy that may lead them to early marriage. Teenage pregnancy in primary schools is a hindrance to education for girl child. This makes them to shy away from going back to school as the pregnancy progress and eventually dropout. Bhalalusesa (2000), claims that in situations of pregnancy, girls are assured to take responsibility for a situation related consequence hence drop out. Boys who drop out earlier also lured the girls by giving them money or buying presents taking advantage over what the parent could not provide. The girl become pregnant before reaching standard 8 and eventually drops out of school as the pregnancy progresses. Some children work in tea estates, while others are employed as housekeepers, so that they support their parents.

Another socio-cultural factor that influences primary school wastage was peer pressure. The respondents who strongly believe that peer pressure influence wastage were 57. The results of the research indicated that wastage cases emanating from peer pressure constitute 71.3%. Pupils who dropped out of school influence their peers to drop as well. Peer pressure encourages a person to change his or her attitude either positive or negative in order to conform to group norms. This study also supports the earlier study done by Griffins (2002), which states that Peer pressure influence can lead to pupils taking drugs and alcohol, experimenting on sex, mode of dressing, and change of attitude, especially if accompanied by secretive behaviours. The pupil is compelled to fit in the group unless it does things that go against his or her belief simply to be part of the group. The act in this context is negative effects, since the involvement of the pupils was in the group one that creates pressure for pupils to drop out of school. Peer pressure to resist schooling influence pupil's wastage in

large numbers so as to uphold an apathetic attitude towards school. This study finding also supports the study done by (McElhaney, 2005) who stated that pupils lack the image to handle peer pressure from friends who have dropped out of school and this affect them negatively. However, positive peer pressure can have also positive effect. For example, if one is involved with a group of pupils that are hard working there is a possibility of the pupil to work hard as well and improve like other peers who are successful to avoid being excluded by the group. These may influence pupil's retention in school.

Another factor that contributed to wastage was pregnancy and early marriage. A significant proportion 57 (73.8%) of the respondents indicated that pregnancy and early marriage cause wastage. Practices such as teenage pregnancy and early childbearing leads to disruption of the girl to complete primary school. This finding support Kane (2004), who stated that teenage pregnancy, affects the opportunity for girls to complete primary school due to child bearing. The results are unsatisfactory school experience and preference for early marriage.

Initiation was also another factor that contributed to pupil wastage. Initiation is a rite of passage. The respondents that strongly agree that initiation contribute to pupil's wastage were 67.5% respectively. One of the famous explanations of dropout as result of initiations was that, once the young adults are through with initiation, there was a feeling that they are grown-ups and they can make their own decisions including not going to school, they can do what they want in school and above all not to be guided by a lady teacher. The majority of those who were overage and were initiated left school. Some went back to school and become problematic, they record lady teachers as children who are not supposed to teach them. Changach (2013), states that initiation of boy child while in primary school may lead to reducing aspiration in education and lack of respect for women. There are also teachers under traditional set up who are form 4 drop out and are very influential traditional teachers. These are the role model to be immolated by the initiates. As a result of wrong misinterpretation of morals, the initiate who are mainly class 6 and 7 are unable to cope with school regulation hence keep up and dropout.

Child labour also influence pupils wastage. The respondents who strongly belief that child labour influence wastage was 50%. Hunt (2008), stated that, in a situation of extreme poverty, where the family struggles at the margin of survival, the contribution of the child's

labour to the family is a reality. According to UNESCO (2004), labour participation by persons below the age of 15 years in Kenya is escalating at alarming rate. In most of the rural areas, the introduction of the motorbike business has to a greater extent influence pupils wastage in school. Many have been lured out of school to engage in the business so as to support their parents (Republic of Kenya, 2010).

4.3 Institutional Factors Contributing Wastage

These are the factors that emanated from the institution which influences pupil's wastage as shown.

Respondents; Teachers

Table 4: Institutional Factors

School Factor		SA	UN	D	SD
Pregnancy and early marriage affects school attendance	N	70	0	6	4
	%	87.5%	.0%	7.5%	5.0%
Non return to schools	N	59	5	11	5
	%	73.8%	6.2%	13.8%	6.2%
Boy pressure influence	N	64	4	11	1
	%	80%	5.0%	13.8%	1.2%
Repetition influence performance	N	62	7	11	0
	%	77.4%	8.8%	13.8%	.0%
Over age	N	70	2	8	0
	%	87.5%	2.5%	10.0%	.0%
Use of English language	N	9	7	33	31
	%	11.2%	8.8%	41.2%	38.8%
Lack of qualified G&C teachers	N	39	8	28	5
	%	48.7%	10.0%	35.0%	6.2%
Chronic Diseases	N	60	8	10	2
	%	75%	10.0%	12.5%	2.5%
School levy and uniform	N	46	4	19	11
	%	57.5%	5.0%	23.8%	13.8%
Teachers attitude influence wastage	N	26	10	38	6
	%	32.6%	12.5%	47.5%	7.5%
Poor Performance	N	66	5	8	1
	%	82.4%	6.2%	0.0%	1.2%
Lack of sanitary towels among girls	N	40	10	25	5
	%	50%	12.5%	31.2%	6.2%
Regular transfer of pupils	N	42	9	23	4
	%	53.9%	11.5%	29.5%	5.1%
School learning environment leads to wastage	N	37	6	27	8
	%	47.4%	7.7%	34.6%	10.3%

These factors include, Boy pressure influence, Repetition, teacher's attitude, overage, use of English language, lack of qualified guiding and counselling teachers, chronic illnesses, school levy and uniform, poor performance, lack of sanitary towels for girls, regular transfer of pupils and school learning environment. Over age pupils in primary school is linked to school wastage. The numbers of respondents who strongly believe that, the age of the pupil contributes to wastage were 87.5% respectively. Rosado (2005), asserts that overage predisposes pupils to wastage. In instances where children start schooling later than official entry age, in most cases the pupils are not likely to complete basic school (UIS & UNICEF, 2005). This can be attributed to poverty at home where the child comes from, poor health of the child due to disease, the family background and the distance to school. This conditions in one way or another affect the child from starting school early.

Another factor that influences pupil's wastage was poor performance. The findings reveal that poor performance was the major factor that contributes to pupil's wastage. The respondents that strongly belief poor performance contributes to pupil's wastage were 82.4% respectively. According to UNESCO (2005), children who repeat classes usually perform poorly compared to non-repeaters. Most of them are overage, and are stigmatized as a result of poor performance. Colclough et al, (2000) emphasizes that poor academic results are associated with high level of grade repetition and drop out. This may happen when pupils compete in the final examination and none repeaters emerge at the top compared to the overage pupil in the class. This makes the over age pupil see one self as misfit in the class, the self-esteem gets lowered, loses hope and eventually develop truancy and drop out of school. Also teachers may fail to cover the expected syllabus within the stipulated time allocated. When this happens the pupil lacks knowledge in the subject matter causing them to develop negative attitude which may contribute to poor performance and if there is no one to encourage them they eventually lose hope and drop out of school. Kananga, (2010) accept the facts that the school exert a powerful influence on children's achievement, and its characteristics have an impact on the dropout rates.

Chronic illness also influences pupil's wastage. 75% of the respondents strongly agreed to it respectively. Chronic illness such as HIV/AIDS also contributes to pupil's wastage. Pupils whose parents have been infected with HIV/AIDS in one way or another are forced to leave school so that they take responsibility to assist their ailing parents especially when the pupil

comes from a single parent family. At times the parent may die leaving the children under the care of no one to take care of. These findings support the study done by (UNICEF,2006) which pointed out that chronic illnesses may led some children to drop out, do child labour to earn a living in order to take care of the rest of the family members.

Repetition also contributed to wastage. 77.4% of the respondents strongly agreed that repetition causes wastage. Repetition is a situation where pupils are made to repeat classes upon the parent prevailing on the child or when a teacher finds that the pupil did not meet the standard mark at end of the year. The pupil gets bored knowing that they cannot improve, due to their ability and some opted to drop. Most of the over aged pupils in upper classes were due to repetition. This study support Ackers, et al. (2001) who described how in Kenya, low transition rates between standard 6 &7 are partly explained. Most of the schools discourage weaker pupils from taking part in the Kenya Certificate of Primary Education (KCPE). The main reason is that most of them are under achievers and they will pull down the school mean score. This study finding concurs with Smith (2003), Mbiti and Lucas, (2011) and Hunt (2008), explains that families at the low end of the social scale or families where parents are unemployed or have irregular employment are highly likely to drop out of schooling. This makes over aged pupils see themselves as a misfit in the school, their self-esteem gets lowered, and they lose hope and eventually develop truancy and drop out.

Lack of school levy and uniform contributes to pupil's wastage. The numbers of respondents who strongly believe that school levies contributes to pupil's wastage were (57.5%) respectively. Colclough et al, (2000) Makudi (2004), explains that payments of school related cost acts as a barrier to retention of pupils. School uniform plays a major role in making all pupils equal irrespective of the background where one comes from. Kenya ministry of planning and development, (2005) explained that poverty have led to pupil's wastage in school due to lack of money to buy uniform irrespective of free primary education. The pupil may not be able to give sufficient attention to the classroom teacher due to stigmatisation from pupils on the poor state of uniform one puts on. The study support the earlier research carried out by Hunt, (2008) which states that, poverty remains a critical development challenge in Kenya, and it was the major reason why student may leave school before completion because poverty interacts with other points of social disadvantages, with the interaction of factors putting pressure on vulnerable and marginalized children to drop out.

Wainaina, (2006 p.5) observed that pupils dropped out of school due to lack of school fees, uniform and warned that the situation could be worsen if the trend was to continue. Uniform is compulsory in all the schools in Keiyo. Failure to put on school uniform amount to disobedient and the pupil is sent back home. Pupil from low family status may lose hope and drop out. Therefore, there is need to reconsider school attires to prevent wastage in schools. Lack of Sanitary towels for the girls contribute 50% respectively Regular transfer of pupils as a result of transfer of parents contributes 53.9% of the primary school wastage. Language used in school as a medium of instruction contributes 11.2% respectively. Hunt (2008), explains that language of instruction in the early years can influence pupil's wastage. However, teachers should use the local language understood by the pupil to arouse their interest in school. Teachers' attitude was also seen to have an effect where teacher pupil relationship was lacking (Hunter, 2003). The school environment must be conducive for all pupils to learn in order to prevent wastage

4.4 Family factors

The family factors that contributed to pupil's wastage in public primary schools in Keiyo South County include social factor that revolve around the family as shown.

Respondents; Pupils

Table 5: Family factors causing wastage

Home Factors		SA	UN	D	SD	Total
Domestic quarrel at home contribute to wastage	N	68	4	8	0	80
	%	86%	5.0%	10.0	.0	
Parental level of education	N	62	3	14	1	80
	%	77.6	3.8	17.5	1.2	
Poverty in the family	N	75	1	4	0	80
	%	63.8	1.2	5.0	.0	
Parents failure to provide basic needs	N	70	2	1	0	73
	%	95.9	2.7	1.4	.0	
Lack of role model in the family	N	55	4	13	1	73
	%	75.3	5.5	17.8	1.4	
Lack of parental guidance	N	57	4	10	0	71
	%	80.3	5.6	14.1	.0	0

The results of the study identified quite a number of family factors that contributed to the primary school wastage in the study area. They include domestic quarrels at home, parental level of education, poverty in the family and parent's failure to provide basic needs, lack of role model and lack of parental guidance. The study finding shows that family factor which mainly contributed to pupil's wastage was parental failure to provide basic needs to their children with 95.9% strongly agreeing. This is due to the fact that when a pupil fails to get basic needs it becomes hard to concentrate in class resulting to frequent absenteeism. Absenteeism makes a pupil to miss lessons and lack behind in studies. The pupil is then forced to repeat a grade and eventually drop out of school causing wastage. This study finding concurs with Smith, (2003), indicated that families at the low end of the social scale or families where parents are unemployed or have irregular employment are highly likely to drop out of schooling. Wastage also occurs in families experiencing marital disharmony such as parental divorce and were parents are not strict on their children schooling.

Lack of parental guidance was also found to be another major factor contributed to pupil's wastage with 80.3% strongly agreeing. Family differences and circumstances affect pupil's

wastage in school causing wastage. The factor has a strong link with poverty. Park (2002), Dachi and Garret, (2003) explains that poverty level influence wastage of pupils in school.

The study findings show that 77.6% of the respondents indicated that education level of the parent has an influence in pupil's wastage. This is also supported by Hunter (2008), which states that financial support of the parent determines how much they raised their children. The education level of the parent determines how far the child can go in the education ladder. The pupil's whose parents are educated are more likely to complete educational circle compared to a pupil whose parents dropped out of school. An educated parent understands the school needs and gives the necessary support to the child. A parent's who dropped out of school is like not to support the child s schooling this causes wastage.

Lack of role model in the family was also found to be contributing factors to school wastage. The study findings indicated that 75.3% of the pupils who dropped out of school had no one to emulate in the family. This was due to domestic quarrels that take place in the home. In such a case those who suffer are the children. The elder the child the higher the chances of wastage. Pryor and Apiah, (2003), pointed out the presents of a role model in family is the main factor leading to pupil's retention. The families at the low end of the social scale, families where parent are unemployed or experiencing marital disharmony such as parental divorce or separation and families where parents do not insist on their children attending school or take no notice of their absence and do not insist on prompt attendance to school are more likely to drop out leading to wastage. This study support the early study carried by Hunter (2008), who identified household income as factors that contribute, to pupil's wastage.

Family differences circumstances affect pupil's wastage in school. The factor has a strong link with poverty. This resonates very well with studies undertaken by Porte aset al, (2000), which highlighted that poverty leads to pupil's wastage. Therefore, family factors have a significant contribution to the primary school wastage mainly being caused by poverty which goes hand in hand with parent's level of education.

4.5 Challenges faced by the head teachers

The study sort to find out from the head teachers the challenges encountered in their respective school. The results were as shown on the table

Respondents: Head teachers

Table 6 Challenges encounter by head teacher

Challenges	N	Percent
Lack of cooperation from the parent to attend school meetings	7	87.5
Lack of cooperation from the community leaders	6	75
Lack of qualified guiding and counselling teachers	7	87.5
Lack of cooperation from fellow teachers	4	50
Lack of funds for teacher's seminars and workshops	5	62.5
Lack of amenities e.g. wash rooms	3	37.5

The study finding highlighted the challenges that, the teachers encounter in their respective schools. The most challenging problem encounters by head teacher were lack of cooperation from the parents 87.5%. The problem experience seems to be well under the influence of the parents because when a parent fails to attend school meetings it is hard to understand what is going own in school and it's difficult to monitor the progress of the child and its behaviour. (Christenson & Sheridan, 2001) states that family involvement to recognize shared roles and responsibilities among families and schools promote collaboration and cooperation between families and schools. Therefore, parents should cooperate with the school in order to overcome the challenges facing the pupils. Lack of trained qualified guiding and counselling teachers in primary schools comprises of 87.5% respectively. Pupils are faced with various challenges that need to be addressed so that they overcome the challenges of wastage.

Lack of funds for teacher's seminars and workshops contribute 62.5%, an indication that it is more important to have an induction course for teacher councillor. Therefore, there is need for qualified guiding and counselling teachers to guide pupils overcome the obstacles facing

them to avoid wastage. The results further illustrate the irresponsible parent that has infected the whole community at large since the respondents cited the lack of cooperation from the community stood at 75%. The contemporary community was edging towards an individualistic society and a common approach to the problems of the society was a thing of the past. The study results indicated that lack of cooperation from the community was a challenge which net not to be ignored. Lack of cooperation from teachers stood at 50% and also contributes to pupil's wastage. Lack of amenities stood at (37.5%) and was the least factor that contributed to pupil's wastage

4.6 Action to Prevent Wastage

The study sorts to find out ways to prevent dropout in public primary schools. The head teachers were asked to state what action can be done to prevent wastage in public primary schools. Their responses were as shown.

Respondent Head teachers

Table 7 Actions taken to prevent wastage

Action	N	Percent
Organizational	6	75
Pedagogical	3	37.5
Incentives	5	62.5
Community participation	7	87.5
Non-formal approaches	2	25

The respondents suggested that community participation in the education of their children should be given the first priority with 87.5% agreeing to it. Fantuzzo and McWayne (2002), explains that parent's participation in school activities share information about their children with school staff. When information is transmitted in both ways, parents and teachers benefit. Parents becomes confident and teachers gain greater understanding of the parents in the community were the children come from. The parents should be sensitized through workshops and seminars in school to see the importance of supporting their children to pursue education as the first priority. Organizational measures aiming at pupil's progression between grades was also found as the most important factor with 75% agreeing. Continuous progression across the primary cycle, should be probably the most important action which

may be taken to prevent wastage. The other measures that were given some degree in helping to curb wastage was the introduction of incentives such as school feeding programme in all public primary schools. These will encourage more pupils to remain in school as long as they at least get food instead of staying with empty stomach.

4.7 Curbing dropout

The head teachers were asked ways of curbing wastage in school. The respondent's suggested ways to curb dropout in the study area as shown.

Respondents; Head teachers

Table 8 Curbing Dropouts

Curbing drop out	Responses	
	N	Percent
Regular Parents meeting	8	80%
Readmission	2	20%
Punishing Perpetrators	1	10%
Guidance and Counselling	9	90%
Support the needy students	4	40%
Government Intervention	7	70%
Role model	3	30%
Creating child friendly environment	6	60%
Material Support	7	70%

The results show that the most important factor to curb wastage was through guiding and counselling with (90%) of the respondents agreeing to. Bathaatar et al, (2006) argued that in South Africa when pupils do not get enough results they are sometimes encouraged to drop out. Parents should be involved in the learning process of their children through educational days. In such forum the parents are advised on various ways to assist their children. When parents attend school meetings, they are equipped with knowledge to continue encouraging their children to continue working hard irrespective of the obstacle one may encounter. In such cases problem of wastage can be tackled through joint effort. The proportion of respondents that suggested that parents need to attend parents meeting comprised 80%. Pupils who find that their parents attend school regularly put more effort in academic work

compared to those whose parents do not attend school functions at all. Mrutu et al (2005), explains that parents who are education put more emphasis on their children education.

Creating child friendly environment also enable the learner to continue with school. This requires the input of the teachers in school. Colclough et al, (2000), states that teacher attitudes towards pupil's impact on whether they dropout or not. Teachers should play an active role in assisting pupils in the learning process by encouraging them in their studies to avoid wastage. Sahn, (2000), argue that school environment and classroom conditions in general seem to be less conducive to effective learning for girls than boys

The respondents who suggested that material support influence pupil's wastage comprised 70%. When a pupil fails to get the required material such as writing material it becomes hard for the pupil to concentrate in class. Learning becomes affected and hence may cause wastage. When more pupils in the class fail to have the required materials, these may lead to corporal punishment by teachers in many countries, Humphreys (2006), states that most pupils who fail to get school materials may in the long run drop out. However, government intervention, role model and creating child friendly environment are ways of gapping drop out. Generally, some of these ways can be applied jointly.

Table 9 Percentage of pupils' wastage per term and per year

Year	Term	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8		Total N
		N	N%	N	N%	N	N%	N	N%	N	N%	N	N%	N	N%	N	N%	
2010	Term 1	0	0.0%	20	11.8%	10	5.9%	40	23.5%	20	11.8%	0	0.0%	40	23.5%	40	23.5%	170
	Term 2	30	17.6%	30	17.6%	10	5.9%	10	5.9%	10	5.9%	30	17.6%	30	17.6%	20	11.8%	140
	Term 3	30	33.3%	10	11.1%	10	11.1%	10	11.1%	0	0.0%	10	11.1%	20	22.2%	0	0.0%	60
2011	Term 1	10	5.3%	0	0.0%	20	10.5%	50	26.3%	20	10.5%	40	21.1%	40	21.1%	10	5.3%	180
	Term 2	0	0.0%	0	0.0%	10	16.7%	0	0.0%	30	50.0%	10	16.7%	10	16.7%	0	0.0%	60
	Term 3	10	16.7%	10	16.7%	20	33.3%	20	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	50
2012	Term 1	0	0.0%	0	0.0%	20	10.0%	50	25.0%	10	5.0%	60	30.0%	50	25.0%	10	5.0%	200
	Term 2	20	15.4%	0	0.0%	10	7.7%	20	15.4%	20	15.4%	0	0.0%	50	38.5%	10	7.7%	110
	Term 3	10	16.7%	0	0.0%	10	16.7%	0	0.0%	0	0.0%	30	50.0%	10	16.7%	0	0.0%	50
2013	Term 1	0	0.0%	10	4.0%	40	16.0%	70	28.0%	20	8.0%	20	8.0%	60	24.0%	30	12.0%	250
	Term 2	30	42.9%	10	14.3%	0	0.0%	0	0.0%	0	0.0%	20	28.6%	10	14.3%	0	0.0%	40
	Term 3	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	50.0%	10	25.0%	0	0.0%	10	25.0%	40
		267		219		291		404		287		361		452		264		3441
		10.5		8.6		11.4		15.9		11.3		14.2		17.8		10.4		2591

The record obtained from the class register from class 1 to 8 for the year 2010 to the year 2013, indicated a higher drop out in 2013 comprising of 17% of the total. Out of these, the highest proportion of dropout occurred in term 1 in class 4 and 7 comprising of 23.5% followed by class 2 and 5. The second highest dropout occurred in 2012 (15.6%) with the highest in class 6 term 3 followed by class 7 in term 1. The majority of those who dropped out in class 7 were due to poverty in the family resulting to frequent absenteeism which makes them to look for livelihood to support their parents. Those who dropped out in class four were forced by parents to stay at home because of hunger. Parent believes that their children are better being with them at home rather than to go to school without food. Some also finds it better for their children to stay at home so that they take care of their young siblings while the parents go out to look for casual work in order to provide the family needs. These again require the input of all stakeholders up to and including the whole community.

4.7 Dropout Statistics in the Primary School

The researcher collected data from the school registers in a bid to ascertain the number of wastage in the public primary schools in Keiyo South Sub County.

Table 10 Dropout rate (%) in the 10 sampled school in the Study Area

Year	Total	Cumulative	Enrolment	Dropout rate
Y2010	370		2591	-
Y2011	290	660	2301	11.2
Y2012	360	1020	1941	15.6
Y2013	330	1350	1910	17

The total enrolment in the sampled schools stood at 2591 the table is showing total enrolment in the 10 schools. The drop out statistics were obtained through content analysis (the registers) and using the drop out formulae. The total enrolment in any given year was obtained by getting the sum total of the number of pupils in each class and for all the classes. Basically, the formulae computed the difference between the pupils' enrolment in any two consecutive years between 2010 and 2013 (e.g. 2010 and 2011), and expressing it as a percentage of enrolment in that year. The dropout rates were 11.2%, 15.6% and 17.0% in the

years 2011, 2012 and 2013 respectively. The study shows the wastage of pupils for the three years was increasing at a higher rate.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter is divided into three sections. The summary of the research objectives, conclusion and recommendations made.

5.2 Summary

This section presents the summary of the research based on the objectives of the study. The study established that wastage measure goes hand in hand with the enrolment in school and has a direct bearing on the wastage of pupils from the school. The wastage case in the school was usually reflected by the socio-cultural factors that exist and which has influenced the school outcome. The dropout crisis is not just a school, pupils or parent's issues, but it's a community and societal issues. A crisis of this magnitude involves all the stakeholders in the education sector. The Socio-cultural factors that influence pupil's wastage are linked to the family background and the school where the pupil learn. The main socio-cultural factors that significantly influence pupil's wastage in Keiyo South Sub-County were poverty. This was due to the fact that majority of the people depends on livestock as a source of livelihood. Therefore, poverty was the main reason why pupils leave school before completing because poverty in one way or another interact with other factors putting pressure on children causing wastage.

Repetition also contributed to pupil wastage in schools. Repetition is closely associated to the quality of teaching and readiness of the pupil to learn. Repetition of grades (class) frustrates the learner, contributes to frequent absenteeism especially if the pupil is over age. It also influences pupil's poor performance. When performance is perceived not to be satisfactory, children are transferred from one school to another. This also affects child's performance causing wastage. Repetition makes classes larger than expected, it discourages pupils who fail to be promoted, may create problems within the pupils. Organizational interventions such as automatic progression together with re-organization of grades will contribute in discouraging wastage.

The family was also another factor that contributed to pupil's wastage in the study area. The family is one of the context where pupils come from. The results of the study identified parent's failure to provide basic needs, domestic quarrel at home and lack of parental guidance as the main factors of pupil's wastage. There are various ways in which drop out

can be curbed. It includes community participation, guiding and counselling, regular parents meeting, material support, Government intervention, the pupils who are willing to go back to school should be readmitted, heavy penalty should be given to those who employ children. Successful people in the community should be invited to give encouragement to pupils as a role model. Some of these ways can be applied jointly to minimize wastage. These ways again require the input of stakeholders up to and including the whole community.

Record keeping needs to be enhanced because it is a reliable source of information in schools. It gives the right information whenever needed at any time because it is available in schools. In other words, retaining children in school does not seem to be as highly prioritized by the parents, and community. Parental and guardian responsibility towards keeping children in school is wanting. It appears that the parents and the community do not appreciate the negative impact of absenteeism on children's school performance.

5.3 Conclusion

In conclusion, the socio cultural factor that influenced pupil wastage mostly in public primary schools was poverty. This was due to the fact that majority of the people depend on livestock as a source of livelihood and often drought affects the region most of the years. There animals are swept away by drought rendering them helpless these makes their children dropout of school because learning with an empty stomach is not possible. Poverty contributed to lack of basic needs in the family which has further given rise to parent not able to provide food to the causing rampant cases of chronic illness and child labour. The pupils affected suffer because the parent could not afford to treat even the most common illness. The pupil as well could not comfortably attend school in order to learn or go out to fed for themselves. Teenage boys who are mainly initiated are mostly encouraged to look for work by peers in order to assist their parents in providing family needs because they are recorded as adults. On the other hand, girls are lured with money to buy personal items that parent were not able to provide. Some end up being expectant and drop out of school leading to early marriage. Socio cultural factors have an influence in the family where the pupil lives either with the parent or a guardian. In addition, quarrels and divorce influence wastage of pupils because of instability of the parents to provide the family needs.

The teachers should uphold community participation and the parent to take responsibility of ensuring that they attend parents- teacher's meetings as well as school education days. The

Involvement of the community in primary level education is the best means of enhancing enrolment and preventing wastage. When parents are active in the educational process of their children, it is more likely that the child overcome the challenges encountered in the learning process. Repetition makes classes far larger than expected, discourages children who attained low marks by not being promoted and excretes problems of late entrants, knowing that most dropouts quickly lapse to illiteracy. Organizational interventions such as automatic progression together with re-organization of grades will contribute in discouraging wastage.

The school has a more active role to play in preventing wastage. Repetition of grade was a school factor that majorly influenced pupil wastage. The school being an institution has an active role in retaining pupils in school or contribute to pupil's wastage. Teachers who convince their pupils with low performance to repeat a grade promote academic wastage in favour of the school mean score. The pupils who refuse to obey teacher's opinion were forced by their parent to repeat due to low grade. Repetition of pupils in several grades leads to overage of pupils in each grade. These make pupil's withdrawal and eventually cause wastage because they may see themselves as unfit being in the same class with those who were younger than them. Late enrolment to school also influenced pupil's wastage in that most pupils who are overage are marked with repetition. The teacher should create awareness to parents on the importance of their children progression irrespective of the low grade obtained in school. These will make the parent see the positive side of their children hence support them.

There were factors that were found to have influenced pupil's wastage in public primary schools in Keiyo South Sub-County which include poor performance, and lack of parental guidance. This is much more effective when interventions are brought to play. Record keeping needs to be enhanced to rid it as a source of reliable information for any meaningful policy guidance. Retaining children in school should be given the first priority by the parents and the community because that is their rightful place to be. Therefore, Parental and guardian responsibility towards keeping children in school is wanting. This enables the child to continue with his/her education without interruption till completion.

5.4 Recommendation

In relation to the study, there was a clear indication that there is a myriad of challenges related to wastage and the war against it is far from being worn. Therefore, the study recommends that;

- 1 Creating awareness to the community on the income generating projects and the organizations that provides incentives to enable an individual or a group of people to start generating project to eradicate poverty.
- 2 Incentives that motivate pupils, like school feeding programmes need to be initiated in all public primary schools by the ministry of education so that wastage can be controlled or reinstated.
- 3 The National and county government should forge ways to ensure that village poly techniques are made free to provide training skills to over aged pupils in primary school.
- 4 Record keeping of class registers must be kept safely for they are important and reliable source of information for the future policy guideline

5.5 Suggestion for further research

Further research can be carried out on;

- 1 The impact of parent social economic status on pupil's achievement in school.
- 2 The influence of school feeding programme on pupil's retention in public schools.

REFERENCES

- Ackers, J., Migoli, & Nzomo, J. (2001) Identifying and addressing the causes of Declining participation ratter in Kenya primary schools. *International Journal of Education Development*, issue 21 vol.4pp 364-374
- Adesoji, F. A, & Olatuntosun, S.M (2008). Student, Teacher and School Environment Factors as Determinant in Senior Secondary School Chemistry in Oyo State, Nigeria. Department of Teacher Education, University of Ibadan, Nigeria.
- Adu, E. O, & Olatundua, S. O (2007). Teachers Perception of Teaching as Correlates of Students' Academic Performance in Oyo State Nigeria. *Essays in Education*, Issue 20 pp 57-63
- Akyeampong, K., Djangmah, J., Oduro, A., & Hunt, F. (2007). *Access to Basic Education in Ghana: The evidence and the issues. CREATE Country analysis review*. Brighton: University of Sussex.
- Alcazar, L., Rodgers, F. Chaudhury, M., Hammer, J. (2006). *Why Are Teachers Absent? Probing Service Delivery in Peruvian Primary Schools*. Washington DC: World Bank.
- Ananga, E. (2010). *Understanding the pull and push factors in school dropout: A Case study of Southern Ghana*. CREATE Monograph Series. Brighton: University of Sussex.
- Anderson, S., Kerr-Roubicek, H. & ling, L. (2006). Staff voices. What help? Students with mental health support needs connect to school? *Australian Journal of Guidance and Counselling*, Issue16 pp 1-13.
- Asche, J.A. (1993). *Finish for the Future: Americans communities Respond*. Alexandria, VA: National Association of Partners in Education
- Bank. B, J. & Martin, M. (2001) Parents and peer influence on adolescents. *Social Forces*, Issue58 pp 1057-1079.
- Barr, J. (2005). *The effect of socio economic status achievement*; Spring, Wichita. KS; Wichita State University.
- Bathaatar, M, Bold, T, Marshell J, oyuntsetse D, Tamir, C, AND Tumennast, G. (2006) Children on the move rural-urban migration and access to education in Mongolia, Chip Report No. 17; save the children; UK/chip
- Battin-Pearson, S., Newcomb, M.D., Abbottt, R.D., Hill, K.G., Gatalano, R.F. & Hawkins, J. D. (2000). Predictors of early high school dropout. A test of five theories. *Journal of Educational Psychology*.
- Barry, J (20025). *The effect of socio economic status on academic achievement*. Spring, Witha, K S; Wichta state university.

- Black.S. (2002). When students push past peer influence. *The Education Digest*, Issue 68pp 31-36
- Bertalanffy, L. (1968). *General System Theory*. New York: Braziller.
- Boyle, S., Brock, A., Mace, J. and Sibbons, M. (2002). *Reaching the poor: The 'costs' of sending children to school. Synthesis Report*. London: United Kingdom
- Boyd, K., & Hrycaiko, D., (1997). *The effect of a physical activity intervention package on the self-esteem of pre-adolescent and adolescent females*. *Adolescence*, Issue32 pp 693-708.
- Bn, P. & Park, A. (2002). Education and Poverty in Rural China, *Economics of Education Review*, Issue21Vol 6 pp 523-541. Salaam sumra@simbanet.net
- Burnett, M. (2001). "One strike and you're out" analyses of no pass/no play policies. *The High School Journal*, Issue 84 Vol 2 pp 1-6.
- Castrogiovanni,D.(2002). *Adolescence; Peer group*. Retrieved from <http://www.ianr.unt.edu/pubs/family/fii.htm>
- Changach, J. (2013). Why boys drop out of school after Initiation Fetes? *Aphrc-org/ Web, content/ uploads /ERS III – policy brief-5. Pdf, 6th May, 2017*
- Colclough, C., Rose, P. Al-Samarrai, S.& Tembon, M. (2003). Gender Inequalities in Primary Schooling: The Roles of Poverty and Adverse Cultural Practice. *International Journal of Educational Development*, Issue 20 pp5-27
- Christenson, S, L, & Sheridan,S, M, (2001). *Schools and Families; Creating For Essential Connections Learning*. New York; Guilford Press
- Dachi, H. A & Garrett, R. (2003). *Child Labour and its impact on access and Participation in primary education: A case study from Tanzania*. London:
- DFID.Data to Education, EPDC Kenya District Profile for Keiyo, 2007; www.epdc.org/research.
- Ersado, L. (2007). Child Labour and Schooling Decision in Urban and Rural Areas: Comparative Evidence from Nepal, Peru and Zimbabwe. *World Development*Issue33 Vol 3 pp 455-48
- Fantuzzo, J. & McWayne, C, (2002). The relationship between peer-play interactions In the Family Context and Dimensions of School Readiness for low-Income Preschool Children, *Journal of Educational Psychology*, Issue 94 Vol 1 pp79-87
- Glick, P. &Sahn, E. (2000). Schooling of boys and girls in a West African Country: the effects of parental education, income and house hold structure. *Economics of Education Review*, Issue 19 pp 63-87.

- Grannis, J. (1992). Students' stress, distress and achievement in an urban intermediate School. *The Journal of Early Adolescence, Issue 12 Vol1 pp 4-27.*
- Grant, M. & Hallman, K. (2006); pregnancy related school dropout and prior school performance in South Africa. Population Council
- Griffin, Bryan W. (2002) "Academics Misidentification, Race, and High school Dropouts". High School Journal Issue 85 pp 71-81.
- Griffin D.H (1994) *Acritical reintroduction*. Kentucky. University Press of Kentucky
- Gubert, T.& Robilliard, K. (2006). *Do household income shocks affect school? Attendance in rural areas? A case of Madagascar*. Working Paper, Paris: Development, Institution & analyses de Long term.
- Heck, R..H (2009). Teacher Effectiveness and Student achievement investing a Multilevel Cross-classified model Journal of Public Health Issue 9 Vol 8 pp 1276-1281
- Humphreys, S. (2006). *Schooling identity: Gender relations and classroom Discourse in selected junior secondary schools in Botswana*. Unpublished DPhil thesis.
- Hunt, F. (2008). *Schooling Citizens: A Study of Policy in Practice in South Africa*. Unpublished D.Phil. Thesis. Brighton: University of Sussex.
- Hunter, M. & May, J. (2003). Poverty Shocks and School Disruption Episodes among Adolescents in South Africa: *CSDS Working Paper No.35*.
- Isaiah, L. (2011) *Parents and schools in over "cut of pupils*. Standard edition 19th 2011, pp 21.
- Kane, M. (2001), *Current Concerns in Validity Theory*. *Journal of Educational Measurement*, Issue 38 pp 319-342.
- Kane, E. (2004). 'Girl's Education in Africa: What do we know about strategies that work?'. Washington DC: The World Bank.
- Kirk, A. M. (2002), Riding the Bull; Reform in Washington, Kentucky, and Masschusetts, *Journal of Health politics, policy and law* Issue 25 Vol 1, pp 133-173
- Kipsang, T.K.K., (2009). Investigating the Causes of Secondary School dropout. Moi University. Eldoret, Kenya
- Kiveu, M. & Mayo J. (2009). The Impact of Cost Sharing on Internal Efficiency on Public Secondary Schools in Ndivisi Division, Bungoma District Kenya. *Educational Research Vol.5 PP 272-284*, May 2009.

- Kombo K. D & Tromp D L A (2006). Thesis and Thesis Writing. Nairobi. Paulines Publication Africa.
- Lashbrook, J. T. (2002), Fitting in Exploring the emotional dimension of adolescent peer pressure. *Adolescence*, Issue 35 pp 747-758
- Leach, F., Fiscian, V., Kadzamira, E., Lemani., E. and Machakanja, P. (2003). ‘An Investigative Study of the Abuse of Girls in African Schools.’ London: United Kingdom
- Lewin, K. M. (2009). ‘*Access to education in sub-Saharan Africa: Patterns, problems And possibilities.*’
- Lewin, K.& Sabates, R. (2009). International Conference on Education and Development.
- Lucas, A. & Mbiti, I. (2011). “Does Free Primary Education Nar Gender Differences in Schooling? Evidence from Kenya,” SMU Working Paper.
- Mensch, (2001), Premarital sex, schoolgirl pregnancy, and school quality in rural Kenya. *Studies in Family Planning* Issue 32 Vol 4 pp 285–301
- Merten, D. M (2005). *Research and Evaluation in Education psychology: Integrating diversity with Qualitative and mixed methods.* Thousand Oaks, CA Sage
- Merraim S. B. (1998). *Qualitative research and cases study application in Education.* Sanfransisco: J possey-Bass
- Ministry of Education (2005a). Kenya Education School Support Programme. Nairobi: Government Printer.
- Ministry of Education (2005b). Education Sector Report, 2005. Nairobi: Government Printer.
- Ministry of Education (2005c). Sessional Paper No.1 Of 2005. A Policy Framework for Education, Training and Research. Nairobi: Government Printer.
- Ministry of Education (2005d). Educational Statistical Booklet 1999-2003. Nairobi. Government Printer. (2007). Gender policy in education. Nairobi: Government Printer.
- Ministry of Education (2008b). Educational Statistical Booklet 2003-2007. Nairobi. Government Printer
- Ministry of Education (2009a). EMIS Education Facts and Figures. Nairobi. Government Printer.
- Ministry of Education (2009b). National Special Needs Education Framework. Nairobi. Government Printer.

- Ministry of Education (2010). *Alternative National Policy Framework for Nomadic Education*. Nairobi. Government Printer.
- Ministry of Education (2012a). *Towards a Globally Competitive Education for Sustainable Development*. Report of the Task Force. Nairobi. Government Printer.
- Ministry of Education (2010). *National education news*. A newsletter of the Ministry of Education. Nairobi: Issue no.5
- Ministry of Education (2008) *Safety Standard Manual for Schools in Kenya*; Fifth Edition.
- Ministry of education (2007) *gender policy in education*.
- Morara, A.N., & Chemwei, B. (2013). Drop out among Pupils in Rural Primary Schools in Kenya: *Journal of Education and Practice*. Vol.4, No.19 (2004). Education Report on Development of education in Kenya. Nairobi. Government Printer.
- Mokoro, A. (2010). *Mid-Term Evaluation of the EFA First Track Initiative*. Cambridge Education, Mokoro and OPM, February 2010.
- Mugenda, O. M. & Mugenda, A.G. (1999). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: ACTS Press.
- Mukudi, E. (2004). The effects of user fee policy on attendance rates among Kenyan School children. *International review of education, Issue 50 Vol 5-6 pp 447-461*
- Mulenyi, G. (2008) Effect of home factors and type of school on academic Performance of girls in Bungoma District, (unpublished M, Phil. Thesis) Moi University, Eldoret.
- Mutai, (2010). Effect of Social, Cultural, Economic Factors and Gender Disparities on girl's dropout rates. Moi University.
- Mutai, L. M (2001) *Qualitative Research Approaches: The Modern Perspective*. New Delhi. Oaklands.
- Nekatebib, T. (2002). *Low participation of female students in primary education: A case study of dropout from the Amhara and Oroma Regions States in Ethiopia*. Addis Ababa. UNESCO.
- Odaga, A. & Heneveld, W. (1995). *Girls and Schools in Sub-Saharan Africa: From analysis to action*; World Bank Technical Paper No.298, African Technical Department Series: Washington DC: The World Bank.
- Okaja, E. (2007). *Realizing the Interface between Universal Primary Education And Child Labour in Uganda: A Case Study of Soroti District*. PhD thesis, Institute of Social Studies Hague.
- Oketch, O. & Rolleston, M. (2007). Policies of Free Primary and Secondary

Education in East Africa: A Review of the Literature. CREATE Pathways to Access. Research Monologue # 10 June 2007.

Okumu, B. (2009). *The situation of the female child. A case study of Nairobi.* Nairobi: ANPPCAN.

Patterson, Jean A., Dalia Hale, and Martin Stessman. "Cultural Contradictions and School Leaving: A Case Study of an Urban High School." *The High School Journal* (Dec 2007): 1-15.

Patton M. Q. (2002) *Quantitative and Qualitative Research Approaches.* London: Prentice Hall.

Perkins, C.D. (2013) *Perkins Act of 2006 Implementation Guide* (2010-2014 Edition) Florida Department of Education.

Porteus, K., Clacherty, G., Mdiya, L., Pelo. J Matsai K., Qwabe S. & Donald B. (2007). 'Out of School' Children South Africa an Analysis of Causes in a Group of Marginalized Urban 7 to 15 Year olds. *Support for Learning Issue 5* Vol 1 pp 8-12

Pridmore, P. (2007). *Impact of Health on Education access and Achievement: A Cross National Review of the Research Evidence.* CREATE Pathways to Access No. 26. Consortium for Research on Educational Access, Transitions And Equity: University of Sussex.

Pryor, J. & Ampiah, J.G. (2003). *Understanding of Education in an African Village: The impact of Information and Communication Technology.* London: United Kingdom

Republic of Kenya (2004). *Investment Programme for Economic Recovery Strategy for Wealth and Employment Creation 2003-2007.* Ministry of Planning and National Development. Nairobi. Government Printer

Republic of Kenya (2008). *Economic Survey 2008.* Nairobi: Government Printer.

Republic of Kenya (2010). *The Constitution of Kenya (2010) Revised edition.* Nairobi. Government Printer.

Republic of Kenya (2011). *Economic Survey 2011.* Nairobi. Government Printer.

Republic of Kenya (2012). *Economic Survey 2012.* Nairobi. Government Printer.

Republic of Kenya (2003) *Quality basic education for all.*

Rumberger, R. (1998). High school dropouts. *A Review of Issues and Evidence. Review of Educational Research, Issue 57 Vol 102-121.*

Rumberger, R.W. & Thomas, S. (2000). The Distribution of Dropout and turnover Rates among Urban and Suburban High Schools. *Sociology of Education,*

Issue 78 pp 39-67.

- Ryan, A. M. (2000) Peer groups as a context for the socialization of adolescents Motivation, engagement in school. *Education Psychologist*, Issue 35 pp101-112
- Save the Children (2005). *Sixty Million Girls*. London: Save the Children Fund.
- State of the World's Children (2007). *The Double Dividend of Gender Equality*. World Wide Web.
- Simmons, J. (1980) *the educational dilemma; policy issues for developing countries* New York: Oxford University Press.
- Sitati, N. J. (2013). Factors influencing high dropout rates among pupils in public primary Schools. University of Nairobi.
- Sottie & Awasi (2011). Prevailing against the odds of dropping out schools' in Kenya. *African Journal of Education and Technology*, Issue1 Vol 2 pp 125-142
- THE PROBE Team (1999). *Public Report on Basic Education in India: The PROBE Team* New Delhi: Oxford University Press.
- UNESCO. (2005). *EFA Global Monitoring Report 2005: Education for All, the Quality Imperative*. Paris: UNESCO Publishing.
- UNESCO. (2006). *EFA Global Monitoring Report 2007: Strong Foundations. Early Childhood Care and Education*. Paris: UNESCO Publishing.
- UNESCO. (2010). *EFA Global Monitoring Report 2010: Reaching the Marginalized*. Paris: UNESCO Publishing.
- (2011). *An Assessment of the Impact of HIV and AIDS on Education Situational Analysis of the Implementation of the Kenya Education Sector Policy on HIV and AIDS*. Paris: UNESCO IIEP.
- UNESCO Institute for Statistics (UIS)/UNICEF (2005). *Children out of School: Measuring Exclusion from Primary Education*. Montreal: UNESCO UIS.
- UWEZO (2010). *Are our children learning? Annual Learning Assessment Report, Kenya*. Nairobi. George Bensons Media Issue.
- World Bank (2006). *Project Appraisal Document on KESSP*. World Bank.
- World Bank (2011). *Implementation Completion and Results Report*. Education Sector Project. New York: World Bank.
- World Bank (2005). *Expanding opportunities and Building competencies for Young people: Anew Agenda for secondary Education*. Washington DC: World Bank.

Appendices

Appendix I: Questionnaire for the Pupils

I am a student in Egerton University doing master's in Education. I am kindly requesting you to answer the questionnaire to assist me conduct my research. Any information given will be treated confidential. Please tick only one answer per question.

SECTION B: SPECIFIC INFORMATION

1. Social cultural factors

1. Please indicate by ticking [√] your view.

SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

Statement	SA	A	U	D	SD
Poverty reduces the chances of one remaining in school as a result of lack of basic needs.					
Initiation of boy-child according to tradition in primary school influence wastage.					
Peer pressure (negative) influence pupil wastage.					
Cultural belief on the value of education influence pupils wastage.					
Lack of basic needs causes pupils wastage					
Drug abuse and substances influence wastage					
Early marriages causes a girl child to drop out of school					
Child labour cause wastage of pupils					
Cultural indifferences influence pupil wastage in school.					

2: School Factors

Statement	SA	A	U	D	SD
Pregnancy affects girl-child from attending school.					
Most pregnant girl-child does not go back to school after delivery.					
Boys who drop out of school have been influenced by Peer pressure.					
Poor performance causes repetition.					
Most over age pupils drop out of school.					
Lack of writing materials , example books influence					

wastage					
English language used in upper classes as a media of communication in school influence pupil wastage.					
Lack of qualified guidance and counselling teacher in school increases drop out of pupils.					
Chronic diseases affect pupil's retention in school.					
School levy's and uniform cause pupil's wastage.					
Teacher's attitude influence pupil wastage.					
Frequent absenteeism of pupil leads to Poor performance					
Lack of sanitary towels among girls is the cause of wastage.					
Regular transfer of a pupil from one school to another is the main cause of wastage.					
School learning environment influence wastage.					

3: Family factors

Statement	SA	A	U	D	SD
Domestic quarrel at home contribute to pupils wastage.					
Parental level of education influence pupil's wastage.					
Parental separation mostly influences pupil's wastage.					
Chronic illness influence pupil wastage.					
Poverty in the family causes pupil wastage.					
Parent's failure to provide basic needs influence pupil wastage.					
Lack of role model in the family influence pupil's wastage.					
Majority of pupils whose parents move from one place to another dropout					
Lack of parental guidance is the main cause of wastage.					
Parents who sides with their children misbehaviour influence pupil's wastage.					

Appendix II: Questionnaire for the Class teacher

I am a student in Egerton University doing master’s in Education. I am kindly requesting you to answer the questionnaire to assist me conduct my research. Any information given will be treated confidential. Please tick only one answer per question.

Section A: Background Information

Sex Male Female

1. Please what is your teaching experience?

- (i) 1 -5 Years (ii) 6 – 10 Years
- (iii) 11 -15 Years (iv) 16 – 20 Years
- (v) Over 20 Years

2. Please what is your professional qualification?

- (i) Degree (ii) Masters
- (iii) Diploma/S1 (iv) PI
- (V) Others, Specify_____

3. What is the enrolment of your class currently?

.....

4. Has the enrolment been stable for the last 3 years?

Yes No

Explain your response

.....
.....

SECTION B: SPECIFIC INFORMATION

1. Social cultural factors

1. Please indicate by ticking [√] your view.

SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

Statement	SA	A	U	D	SD
Poverty reduces the chances of one remaining in school as a result of lack of basic needs.					
Initiation of boy-child according to tradition in primary school influence pupil wastage.					
Peer pressure among pupils' influence wastage.					
Cultural belief on the value of education influence pupil's wastage in school.					
Lack of basic needs influence pupils wastage					
Drug abuse and substances influence pupils wastage					
Early marriages causes a girl child to drop out of school					
Child labour influence pupil's wastage.					
Cultural indifferences causes a pupil to drop out					

2: School Factors

Statement	SA	A	U	D	SD
Pregnancy affects girl-child from attending school.					
Most pregnant girl-child does not go back to school after delivery.					
Boys who drop out of school have been influenced by Peer pressure.					
Poor performance causes repetition.					
Most over age pupils drop out of school.					
Lack of writing materials, example books influence wastage.					
English language used in upper classes as a media of communication in school influence pupil wastage.					
Lack of qualified guidance and counselling teacher in school increases drop out of pupils.					
Chronic diseases affect pupil's retention in school.					

School levy's and uniform causes pupils to drop out.					
Teacher's attitude influence wastage.					
Frequent absenteeism of pupil leads to poor performance.					
Lack of sanitary towels among girls is the cause of wastage.					
Regular transfer of a pupil from one school to another is the main cause of wastage.					
School learning environment leads to wastage.					

3: Family factors

Statement	SA	A	U	D	SD
Domestic quarrel at home contribute to pupils wastage.					
Parental level of education influence pupil's wastage.					
Parental separation mostly influence pupils wastage					
Chronic illness influence pupil wastage.					
Poverty in the family causes pupils wastage					
Parent's failure to provide basic needs causes pupil wastage.					
Lack of a role model in the family influence pupil wastage.					
Majority of pupils whose parents move from one place to another dropout					
Lack of parental guidance is the main cause of wastage					
Parents who sides with their children misbehaviour influence pupil wastage.					

Appendix III: Interview Schedule for the Head teacher

1. Is there any pupil who has left school in your school? Yes () No ()

If YES which class was he/she?

2. Is there any pupil who left school last year? Yes () No ()

a) 2013 _____

b) 2012 _____

c) 2011 _____

d) 2010 _____

3. What are the causes of absenteeism of pupils in your school?

4. What makes pupils repeat the same class at the end of the year?

5. What are the challenges you as the head teacher face in your school?

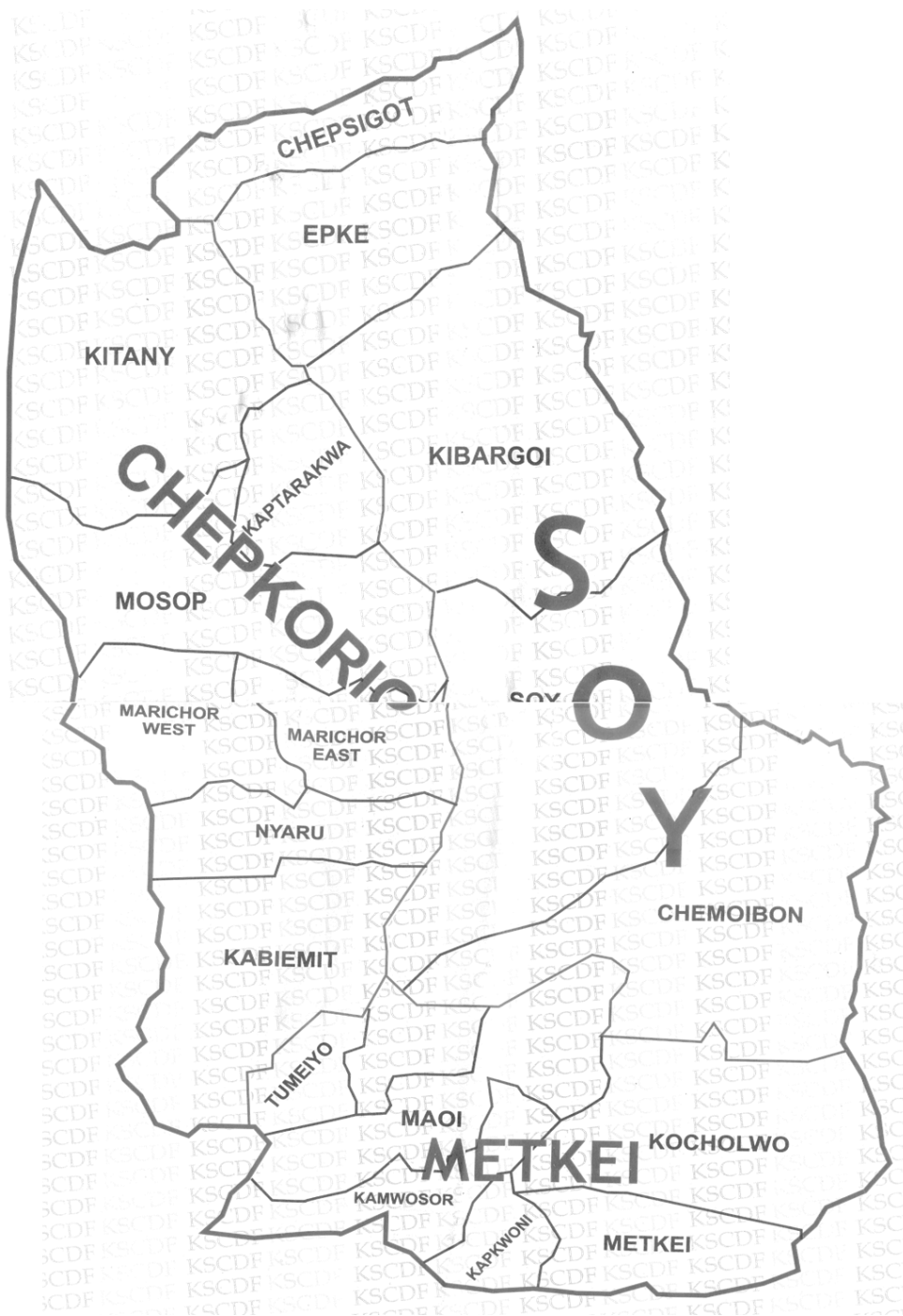
6. What actions do you take to prevent pupil wastage in your school?

Appendix IV: Content Analysis Schedule (Class register)

Enrolment of students/drop outs

Year	Class register	Term 1	Term 2	Term 3	Total
2010	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
2011	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
2012	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
2013	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				

Appendix V: Geographical Map of the Study Area



Appendix VI Research permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

30th June, 2015

NACOSTI/P/15/7140/2488

Rael Chemwolo
Egerton University
P.O Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Selected socio-cultural and institutional factors contributing to pupils dropout in primary schools in Keiyo South District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Elgeyo Marakwet County** for a period ending **6th November, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Elgeyo Marakwet County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Elgeyo Marakwet County.

The County Director of Education
Elgeyo Marakwet County.



National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

