

## Socio-Cultural Factors that Influence Pupil's Wastage in Public Primary Schools of Keiyo South Sub-County in Kenya

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### Abstract

The government of Kenya has provided free and compulsory primary education for all school age going children. Irrespective of free education there is significant wastage rate of primary school children in public schools in Keiyo South Sub County. Thus, this paper is a product from a larger study carried out in 2012 -2013, however, this paper teases out issues related to the identification of the socio-cultural factors that influence pupils' 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, proportionate and simple random sampling techniques were used to select schools where the strata were based on school population category and pupil gender. Stratified and simple random sampling were used to select the pupils while, purposive sampling was used to select the head teachers and class teachers. The sample size comprised of 10 head teachers, 80 class teachers and 200 pupils. 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. The interview schedule was used to collect pupils' views collectively, through group interview whereas the class register was used to examine pupils' record of school attendance. Data collected was organized with the aid of Statistical Package for Social Science (SPSS) and specifically the using content analysis procedures and descriptive statistics – frequencies and percentages, and it was presented using frequency distribution tables and thematic descriptions derived from the study results. The study findings indicated that while there were so many social cultural causes of primary school pupils' wastage, poverty was the main cause, while the school feeding programmes encouraged many pupils to attend school. The study recommends that pro-active implementation of the policies geared towards a Universal Free Primary Education be enforced and incentives that motivate 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 Kenya.

### Keywords:

Socio-Cultural, Influence, Pupil's Wastage, Public Primary Schools, Kenya

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### **Background to the Study**

Education is a human right and Kenya subscribes to this declaration. 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, many countries in sub-Saharan Africa, by the end of the primary school cycle, the age specific enrolment rate drops significantly, even below 50 percent, indicating high pupil wastage in public primary schools. Failure to complete a basic cycle of primary school not only limits children but also represents a significant drain on the limited resources that countries have for the provision of primary education.

A wastage rate has been recognized as a problem by UNESCO for the last two decades through their reports and since then, they have emphasized 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 dropout (Anderson, Kerr-Roubicek & Rowling, 2006). Its intensity varies from country to country. In Tanzania, students' school achievements are attributed to socio-cultural factors notably parents' level of education, mother tongue and gender (Temu, 1995; Booth, 1996). The level of educational attainment of the parent has an influence on the child's performance. It acts as a guide to the child to further improve in education ladder. The parent also has an impact on whether students apply for non-government schools or government schools, whether the child receives individual tuition of the teacher after regular school hours.

Okumu (2009) points out that both in Bungoma and Nairobi, poverty is the most important factor for students' dropping out of school (50% and 64% respectively). 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 the education of children who withdraw from school to engage in domestic work.

It is believed that socio-cultural factors that include conglomeration of all issues that revolve around customs and beliefs of people play a significant role in influencing pupil dropout which includes cultural way of living in totality. Socio-cultural factors exert pressure from birth, through the child rearing practices by different communities. Socio-cultural practices pose as a challenge to drop out of pupils in schools hence need to be investigated (Isaiah, 2011). Hunter and May (2003); link between poverty and dropping out from school. 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. It explained the 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.

Socio-cultural factors differ from one community to another or from one region to another. Addressing the teachers, parent 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 transition in the context of Keiyo South Sub County.

### **Statement of the Problem**

In the past five years of free primary education (FPE), high enrolment was recorded particularly at the lower primary. However, years later as the pupils' progresses in the primary education cycle, there were cases of high wastage of pupils in progression. It is believed that the socio cultural factors which involves family background and the school environment contribute to pupil's wastage. It is also believed that family background involves the inability of the parent to sustain the child in school. Teacher stand in the transmission of knowledge, values and skills in the learning process and the pupil's attitude is related to the teacher's characteristics. In the case of Keiyo County, the National Council for Population and Development attributes pupil's wastage to socio cultural factors. In the year 2007, the average dropout rate for class 1 to 8 stood at 40 %. From general interaction with stakeholders in the county, more complainants tend to point a finger to Keiyo South Sub County as having more pupil wastage. This trend has generated a lot of concern to parents and other stake holders alike. It's against this background and dilemma as to which socio cultural factors influence pupils' wastage in public primary schools that this study was carried out.

### **Literature Review**

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' 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 since the majority come from low income family status. 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 (Republic of Kenya, 2013). Furthermore, the most pre-eminent of the external factors are poor family background, child labour and truancy. Other external factors are 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, (Sitati, 2013). This leads to students dropping out of school. Based on this, the social cultural factors likely to influence school drop-out and wastage that are covered under this literature review include: Poverty, pregnancy, gender and child labour.

### **Poverty**

Poverty remains the main cause of pupils drop out in most countries of the world. Working children attend school intermittently and irregular attendance predisposes pupils to dropping out (Hunt, 2008). India minority groups of low status have higher drop-out rates; 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.

According to the African Union reports, drop-out is greatest, of children from poor and deprived sections of society in most countries of Africa. 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). The Students who came from well-off household drop out as well due individual reasons. Most students who live in slum area finds that school is a waste of time and no longer appealing to them and out of their thoughts drop out. The study by Pryor and Ampiah (2003) in Ghana gives a bit of insight into how people regard schooling and its importance. The study sought to explain interactions between schooling, household income and school dropout. The research reveals that in some villages, education is regarded as "relative luxury", with many villages considering education not worthwhile; the family's social status also influences drop-out. Ananga, (2010) in Ghana reveals that specific work-related tasks in peak agricultural farms often clashes with schooling times and this finally leads to school dropout if nothing is done. Various studies (Brown & Park, 2002; Dachi & Garret, 2003; Hunter & May, 2003; Porteas et al, 2000) have 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.

On the Kenyan scene, some studies indicate that poverty is a major cause of pre mature withdrawal of students in schools. Dropout is often a process and therefore has more than one approximate cause (Hunt, 2008). Okumu (2009) points out that both in Bungoma and Nairobi, poverty was the most important factor for students' dropping out of school (50% and 64%) respectively. Hunt, (2008) asserts that poverty remains a critical development challenge in Kenya. Internal efficiency indicators especially dropout rates in primary school is an emerging issue in Kenya and most countries of the world today. This consequently leads to inability of the poor to meet education cost of their children which becomes a barrier to the education of children who withdrawal from school to engage in domestic work.

### **Pregnancy**

Colcough et al. (2003), state that there are gendered cultural practices such as teenage pregnancies that cuts across a wide range of constrains that lead pupils to drop out of school. Students' dropout due to early pregnancy is on an increase among adolescent girls, (Njau & Wamahiu, 1994). In South Africa in 2002, 66,000 teenage girls could not attend education institution due to pregnancy. The figure rose to 86,000 in 2004 and dropped slightly to 71,000 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 absence of social and economic opportunities for girls and the demand placed on them with gender inequities is known to exist within the educational system.

In Kenya there are practices such as teenage pregnancy (Kane, 2004) that affect the opportunities of girls to complete primary school. Teenage reproductive behaviour endangers school completion, by some of the factors leading 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 (Nekatibeb, 2002). Mensch and her colleagues (2001) found out that in Kenya a gender-neutral atmosphere in school appeared to reduce the risk that girls will engage in premarital sex. 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 provides the best environment for learning, it can instill in them a sense of self-esteem power and hope for the future. Mutai (2010) studied on social and cultural factors, and gender disparities among girls in Keiyo District and found out that harassment from the teachers, lack of role model and early pregnancy among girls are the main cause of dropouts. They believe that teachers are biased, they cause them to jump to conclusions and give up without proper investigation on some issues leads pupils to drop out of school. These are issues that can be handled because The Children Act provides for education as the right to all children and 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.

### **Gender**

Gender roles in the family contribute to school dropout. The literature reviewed here, generally reveals that, 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.

On the Kenyan scene, Mensch and her colleagues (2001) carried out a study and 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. Early marriages influence pupils to drop out of school; specifically, it has negatively affected the girls. Gender disparities in nomadic/pastoral areas preferring to support boy's education instead of girls, especially if the resources are limited and early marriage of girls are also shown to cause dropout of girls in Kenya. 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). Even in the face of the government of Kenya implementing the FPE policy since 2003, households are still burdened by fees for education, which discourages girls' enrolment in poor households (World Bank, 2011). 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) and the enrolments rates of boys was higher than of those of girls in most of the years (MoE, 2005, 2005b, 2009b). 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). Generally, 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.

Despite efforts put in place by the government, girls' dropout rates are still on the rise. 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).

### **Child labour**

Besides the factors deliberated above, research has shown that child labour affects the schooling of children and leads to school dropout. Gubert and Robilliard (2006) note that the contribution of child labour to family welfare is a reality. Parents are likely to let their children to drop out of school in order to look for casual work to support their parents. 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. 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. 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.

### **Methodology**

#### **Research Design**

The study employed descriptive survey design. This was because it described the situation of influence of socio-cultural factors in primary school wastage and sought to give a complete accurate decision of the situation and further involved a relatively large number of people. Kothari, (2004), notes that it is efficient because it can collect descriptive data regarding the characteristic of a population related to the study and that the information gathered through survey can also be used to answer questions asked to solve problems. The method takes the form of a survey as well as descriptive because it involves systematic collection and evaluation of various attributes of socio cultural factors that cause drop out in primary school in order to understand and explain them at present.

#### **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 belong to 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 select and address the actual aspects that interfere with the pupils schooling causing them to drop out in primary school.

### Target Population

Mugenda and Mugenda (2003) define 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, to provide first-hand information into socio-cultural factors that contribute to pupils' dropouts 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
<b>Total</b>	<b>119</b>	<b>119</b>	<b>1,172</b>	<b>28,907</b>

### Sample Size and Sampling Procedure

This is the process of selecting a number of individuals 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 in the study region are found in 3 Divisions: Soi, Metkei and Chepkorio. The schools were randomly selected with the criteria that ensured equal representation from each division; the head teachers, the class teachers and pupils within these schools consequently formed the study sample. 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 done within the time frame. Therefore 10% of the schools in each division were selected using proportionate and random sampling techniques. This translated to picking 2 schools from Soi Division, 3 schools from Metkei Division and 5 schools from Chepkorio Division. In every school selected there was one head teacher, giving a total of 10 head teachers. There was also one class teacher in each class from 1 – 8, giving a total of (8 teachers x 10 schools) 80 class teachers. The head teachers' and class teachers from the schools were purposively selected. Stratified and simple random sampling were used to select the pupils for the study. Stratified sampling was used to stratify the classes according to gender from 4 to 8 and selected 4 pupils, 2 boys and 2 girls from each class. Then simple random sampling was used to select four pupils from standard four to eight (4 – 8) giving a total of (20 pupils x 10 schools) 200 pupils. The reason for this was that the pupils in these classes do understand issues related to pupils drop out. It followed, therefore that the sample size comprised of 10 head teachers, 80 class teachers and 200 pupils.

**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
<b>Total</b>		<b>10</b>	<b>80</b>	<b>200</b>

### **Instrumentation**

The study used three instruments of data collection, the: questionnaires, interview schedule and document analysis guide. Data was collected by use of questionnaires administered to the teachers and pupils only; interview was administered to the head teacher in the sampled schools, while the document analysis was administered to analyses the class register.

### **Questionnaires**

The questionnaire contained both closed and open-ended questions. The questionnaire method was used because it assisted in collecting a lot of information over a very short period of time (Mugenda & Mugenda, 2003) and from a large sample and diverse regions, it was also confidential and economical because it helped in saving of time. The questionnaire allowed the respondents to think about the questions, resulting into more meaningful answers that provided factual information on socio-cultural factors that influence pupil's wastage in public primary schools.

### **Interview Schedule**

The interview schedule was used to capture facts, views, opinions and perception of the head teacher on socio-cultural contributing to pupils drop out. The interview schedule comprised of open-ended questions in order to allow the head teachers' better understanding of issues related to the socio-cultural factors that influence pupil's wastage in public primary school.

### **Document Analysis Schedule**

The document analysis schedule was used to analyze the class registers for pupils covering four years 2010 to 2013 in order to provide a trend regarding the number of pupils who dropped out of school. During data collection, each class teacher was asked to explain the reasons leading to the drop out of pupils in their class.

### Data Analysis Procedures

Data collected from the field was analyzed using both descriptive statistics and content analysis procedures. The interview generated qualitative data, while the questionnaires and document analysis generated both quantitative and qualitative data. In particular, data from the questionnaires and document analysis was analyzed using both content analysis and descriptive statistics procedures to establish the number of pupil that dropped out of school within those four years and the various reasons. All the responses from the interviews was were noted down analyzed using content analysis. The qualitative data was thematically presented based on themes derived from the sociocultural elements under study. The quantitative data was analyzed using descriptive statistics: frequencies and percentages then presented in frequency distribution tables and brief descriptions.

### Results and Discussion

The results and discussion are organized under sub-titles derived from the various socio-cultural features examined in this paper.

#### Socio-Cultural factors

The study explored the socio-cultural factors that cause pupils to drop out in the primary schools in the study area. The respondents were asked to identify among various socio-cultural that cause school dropout from the most prevalent. The study findings indicated that all of the above in one way or the other cause school dropout. The magnitude caused by each of the factor deferred from one another and is presented in Table 3.

**Table 3:** Sociocultural Factors leading to School drop-out

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
	%	<b>38</b>	<b>10.1</b>	<b>29.1</b>	<b>22.8</b>	

The results indicated that the most highly rated (93.8%) among the socio-cultural factors is poverty. The number of respondents who strongly agreed that poverty causes drop out among the primary school pupils were 75. These findings are also supported the study done by Okumu (2009) who pointed out that poverty as the most important factor for students dropping out of school (50% and 60%) respectively. The poverty level in the region is high. The region is divided into three geographical regions. They are 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 region experienced harsh spelled long dry season most of the year leading to starvation and loose of livestock. Pupils who lack food fail to concentrate in class leading to frequent absenteeism and eventually dropout. Children are forced by circumstances beyond their control to go and work to raise money to assist their parents in providing for the family needs. Most of the children who drop out of school are under age and employing them is exposing them to child labour. This means that most pupils who dropped out of school come from the lower valley, followed by the hanging valley and the upper valley have the least number of pupils who dropped out. Pupils who experienced such hardship conditions may give up on the way resulting to dropouts.

Another Socio cultural factors that was highly rated to have caused drop out was lack of basic needs. Those who strongly agreed were (91.3%) and the number of the respondents was 73. Lack of basic needs such as food cloths and protection may lead pupils to drop out of school. 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 hold 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 food they lack concentration in class, can develop truancy making pupils to develop negative attitude eventually drop out. Also school uniform plays a major role in making all pupils equal irrespective of the back ground one may be coming from. Encase the pupil puts on inappropriate cloths for example a torn cloth exposing body parts, the pupil tense to be labelled as a result of labelling the pupil is forced out of school. Another factor that was rated (71.3%) to be causing dropout was peer pressure among pupils. The respondents who strongly believe that peer pressure causes dropout were 57. Peer pressure encourages a person to change his or her attitude either positive or negative in order to conform to group norms. If a pupil compelled to fit in, the group may do things that go against his or her beliefs simply to be part of the group.

Negative peer pressure can lead to influence of pupils to drop out of school. 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 the other peers so that to avoid being excluded by the group.

Another factor that contributes to drop out is early marriage. A significant proportion 57 (73.8%) of the respondents indicated that early marriages cause dropout. Due to poverty children especially girls are forced by circumstances beyond their control to dropout and to work in tea estates, some are employed as housekeepers, so that they support their family. These expose them to early pregnancy that may lead them to early marriage. Teenage pregnancy in primary schools is a hindrance to education for girls. The girls become pregnant before reaching standard 8 and eventually drop out of school as the pregnancy progresses.

The other factor that comes hot on the heels of the preceding was initiation, a rite of passage. This was an annual event that purports to produce adults. Those who strongly agreed that initiation causes dropout were 68.7%. 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 have now grown big and they can make their own decisions including not going to school, do as they want in school and above all not to be guided by female teachers. Those who go back to school become problematic and unruly. They regarded female teachers as children who are not supposed stand before them. During one of the interviews, the responded strongly agreed that initiation ceremonies may lead to reducing aspiration in education and do respect for women in boys leading them to drop out. 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 modelled by the initiate. As a result of wrong misinterpretation of morals, the initiate who are mainly class 6 &7 dropout are unable to cope with school regulation hence they do not keep up and dropout.

Another social factor that contributes to primary school dropout was peer pressure. The results of the research findings indicated that drop out cases emanating from peer pressure constitute (71.3%). Pupils who have dropped out of school influence their peers to drop as well. This study also supports the earlier study by Griffins, (2002) which states that peer pressure influence can lead to experimental with drugs and alcohol, sex, mode of dressing, and change of attitude, especially if accompanied by secretive behaviours. The peer 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. Griffins, (2002) states that peer pressure to resist schooling is a leading cause of dropout numbers among minority student to uphold an apathetic attitude towards school because a studious attitude is not considered cool.

### **Actions to prevent School Dropouts**

The study findings indicated the respondents preferred organization (82.5%) and Community Participation (97.5%) as the most important actions that can be taken to prevent drop out. Organizational measures include: policy on progression between grades, or continuous progression across the primary cycle, was probably the single most important organizational action which may be taken to prevent drop-out. The other measures that were given some degree in helping to cup dropout was the introduction of

incentives such as school feeding programme in all public primary schools. The summary and detail of this information is presented in Table 4.

**Table 4:** Actions taken to prevent dropouts

Action	Frequency	Percent
Organizational	66	82.5
Pedagogical	32	40
Incentives	30	37.5
Community participation	78	97.5
Non-formal approaches	15	18.75
Others	10	12.5

## Summary of Results, Conclusion and Recommendations

### Summary of the Study Results

This section presents the summary of the research results based on the socio-cultural factors under investigation and also presents the conclusion and recommendations. Dropout measure goes hand in hand with the enrolment in school and has a direct bearing on the drop out of pupils from the school. The drop out cases in the school was usually reflected by the socio-cultural factors that exist and which as influenced the school outcome. The dropout crisis is not just a school, pupil or parent issue, but it is also a community and societal issue. A crisis of this magnitude involves all of us. However, poverty was found to be the major significant factor that contributes to pupil wastage in Keiyo South Sub-county. It also showed that poverty interacts also influences other social disadvantages, with the interaction of factors putting pressure on vulnerable children to dropout.

### Conclusion

From the research findings, it can be concluded that:

- a) The major socio cultural factor that influenced pupil wastage in public primary schools is poverty.
- b) Poverty has rendered parents unable to provide basic needs to their family, leading to rampant cases of chronic illness and child labour.

### Recommendations

In relation to the study, there was a clear indication that there are myriad challenges related to drop out and the war against it is far from being worn. Therefore, the study recommends that:

- a) 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 income generating projects to eradicate poverty.
- b) Incentives that motivate pupils, like school feeding programmes need to be initiated in all public primary schools by the ministry of education so that drop out can be controlled or reinstated.

- c) Guidance and counseling should be introduced as a teaching subject in all primary schools to equip teachers with skills and knowledge on how to guide pupils affected or likely to be affected by issues related to school dropout.
- d) The National and county government should forge ways to ensure that education in village polytechnics is government sponsored to provide training in varied artisan skills and competences to those over aged pupils who dropped out of primary school.

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