

**MANAGEMENT OF SCHOOL ENVIRONMENTAL FACTORS ON DROP
OUT RATES IN PUBLIC PRIMARY SCHOOLS IN KURESOI SOUTH SUB
COUNTY, KENYA**

MARIA CHEROTICH LANGAT

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Fulfillment for the Conferment of the Degree of Master of Education,
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DECLARATION AND RECOMMENDATION

Declaration

This Thesis is my original work and has not been presented for a degree in any other University.

Signature.....

Date.....

Maria Cherotich Langat

EDU-3-6403-1/2015

Recommendation

This Thesis has been submitted for examination with our approval as the University Supervisors.

Signature.....

Date

Dr. Beatrice Owiti, PhD

Department of Communication and Journalism

Meru University

Signature.....

Date.....

Dr. Severina Mwirichia, PhD

Department of Education

Kenya Methodist University

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DEDICATION

I dedicate this work to my beloved husband Daniel Kurui my children Shadrack Bett, Joy Chepngetich and daughter in law Diana Cheptoo.

ACKNOWLEDGEMENT

First I give thanks to the Almighty God for the gift of life and for giving me the skills, tenacity, resilience and the will to be able to complete this thesis. I appreciate Kenya Methodist University for giving me the opportunity to pursue my Masters studies. My sincere gratitude goes to my supervisors; Dr. Beatrice Owiti and Dr. Severina Mwirichia for their guidance, support and patience throughout my research work and for their astute comments, criticism and insights, which kept me focused on the thesis. I give special thank librarians for their support. I give gratitude to the officers at the Sub County Director of Education Kuresoi South for their kind facilitation of access to the targeted primary schools. I acknowledge the support of Head teachers and class teachers from these schools for their cooperation during the collection of data. I also acknowledge the invaluable support and encouragement of my Husband for his selfless support and finally, to all those who have not been mentioned individually, but played a part in making it possible for me to successfully complete this work. I acknowledge all those who guided or helped me during this undertaking, may God bless them all.

ABSTRACT

Kenya has made tremendous progress towards the achievement of universal primary education since independence. It has experienced an impressive increase in the number of pupils enrolled in primary schools. Despite the tremendous gains in enrolment, some Sub Counties such as Kuresoi South have challenges ensuring that those enrolled, complete the 8 year primary school cycle due to dropouts among other reasons. This study intends to examine the influence of management of school environmental factors on pupil dropout rates in public primary schools in Kuresoi South Sub County. The objective of the study is to investigate how the management of the physical, social, learning, teaching and the instructional environments influence the dropout rates in public primary schools in Kuresoi South Sub County. This study was guided by the institutional theory whose data focus includes individual and institutional perspectives. It utilized descriptive survey research design and the accessible population comprise of 93 head teachers and 744 teachers. Purposive sampling was used to select schools from each of the zones to be studied in the Sub County. Stratified random sampling was then used to select a sample of 28 head teachers and 224 teachers who were involved in the study. The target population included Head Teachers' Interview guide and Teachers Questionnaire. The reliability of the instrument was at using Cronbach Alpha method. Data was analyzed with the aid of the IBM's Statistical Package for Social Science (SPSS 24) that includes Descriptive statistics, inferential statistics, Qualitative and Quantitative analysis. The study concludes that management of school physical environment influences the pupil drop out as it was evident that most of schools had inadequate classrooms, furniture, latrines. The study concludes that social factors influence the pupil drop out in schools this was evident due to Peer pressure as it had made most pupils to quit. The study concludes that Learning and teaching influence the pupil drop out in schools. It was evident that some of the pupils were receiving negative attitude from the teachers this made them feel unwanted and hence they opted to drop out. The study concluded that evaluated Instructional factors influence the pupil dropout rate in Schools; this was evident as some schools had shortage of teachers. The study recommends that the school physical environment should be bettered through building of school infrastructure so that pupils would have a conducive learning environment. The study recommends that pupils should be counseled whenever possible to avert the danger of peer pressure which was majorly making them to drop out of school. The study recommends that the teachers should be trained on how to manage the students and treat them equally regardless of their capability in class. The study recommends that the schools should look for alternatives in having more teachers in class such as recruitment of interns to curb the teacher shortage which was also a course of pupils drop out. The study creates a gap that other researchers or academic students can address through concentrating on effect of management of school physical environment on pupils drop out. The results are also expected to assist school administrators and the ministry of education in formulating policies that discourage drop outs and promoting access to primary school education, retention and completion rates.

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LIST OF ABBREVIATIONS AND ACRONYMS

FAWE	Foundation for African Woman Educationalist organization
FPE	Free Primary Education
GOK	Government of Kenya
HIV/AIDS	Human Immunology Virus/Acquired Immunology Deficiency Syndrome
ILO	International Labour Organization
KCPE	Kenya Certificate of Primary Education
KES	Kenya Shilling
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
OECD	Organization for Economic Co-operation and Development
ROK	Republic of Kenya
SCDOE	Sub County Director of Education
SPSS	Statistical Package for Social Science (software)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

School management is the course of a gathering of individuals consolidating human and material assets to administer, coordinate, plan, and execute designs to complete an instructive framework. Learning encounters are utilized to furnish individuals with information, abilities, values, convictions, propensities, and mentalities. Experts in instructive organizations like government services, associations, legal sheets, offices, and schools make up the training framework. Political pioneers, administrators, showing staff, non-showing staff, authoritative laborers, and other instructive experts all work together to enhance and upgrade the instructive framework.

Management is needed at all levels of the instructive environment; management involves the arranging, putting together, execution, survey, assessment, and incorporation of an organization on a worldwide scale. Training isn't only a common freedom, yet in addition a technique for social and financial strengthening. The United Kingdom's It works on the capacity to keep up with and use the climate for monetary addition and reasonable presence, as indicated by the European Union's Education and Development Report (2013). As indicated by the United Nations Education, Science, and Cultural Organization, training's job is to give esteems, thoughts, perspectives, and goals that are fundamental for public turn of events, just as information and abilities that empower recipients to work as specialists of financial and social change (UNESCO, 2013).

The quantity of kids trying out rudimentary instruction in Africa is higher than ever (UNESCO, 2010). In spite of the way that grade school enlistment has expanded in numerous African nations, high dropout rates and low finishing rates keep on being an

issue. Schools need pioneers with a dream for further developing the school's learning climate inside a well-working school-based management (SBM) framework in the locale, as they do in most African nations. Laying out school objectives for understudies, instructor advancement, and material and monetary asset designation are all important for SBM. Compelling SBM has the accompanying consequences for inspiration, responsibility, and understudy and educator accomplishment: working with school initiative that is both suitable to the school local area's remarkable setting and needs, creating and carrying out school improvement plans, building up reasonable and viable instructor examination frameworks, organizing homerooms and schools as per school needs, shaping local area associations, and guaranteeing that structures exist to help the elements of others. Poor management of most schools has brought about extensive dropout rates, bringing about helpless degrees of elementary school consummation in numerous countries. In Benin, for instance, the elementary school consummation rate has logically expanded from 38% in the earlier year to 57 percent this year. 2000 to 62% in 2005. In Madagascar, 14% of elementary school-matured youngsters don't approach training, and 30% of the individuals who do go to ultimately nonconformist. As per the UNESCO report, the elementary school fulfillment rate in the Democratic Republic of Congo was 51% in 2007, which is equivalent to it was in the mid -1990s. In Sub-Saharan Africa, School supervisors can decidedly add to school adequacy in case they are ready and ready to utilize broad administration information to tackle complex school-based issues and assemble trust through working associations with school staff, guardians, understudies, and the local area, as per (World Bank, 2010).

Informative, groundbreaking, and conveyed administration are a portion of the unique and covering management styles that administrators can use, with each style affecting

understudy results and how instructors react to initiative. Notwithstanding, it is important that school executives lead in a way that is proper for the school's way of life and setting, that they get management support preparing, and that their presentation be assessed by school investigators, regions, or different sheets that supervise school management quality. At last, school administrators should evaluate understudy and educator execution and lead in a manner that is socially and academically receptive to understudies' and instructors' qualities and requirements. School chiefs who model solid informative administration center around arranging, assessment, coordination, and improvement of educating to accomplish positive understudy learning results. All partners should be engaged with request for this to be finished, (Ministry Of Education, 2008). Locally as expressed by (Africa-America Institute, 2015). Uganda has the most noteworthy school dropout rates among East African nations, while in Tanzania, endurance to Grade 7, the last year of elementary school, expanded from 72.8 percent in 2007 to 82.1 percent in 2007, all because of insufficient school ecological management.

School managers can keep away from this by making vital school improvement designs that depend on a sweep of the school climate and the conditions that exist. Focus on objectives and destinations, and characterize key methodologies to accomplish school objectives in school improvement plans and a bunch of instruments for following, carrying out, and surveying the strategies. They may, for instance, detail strategies for improving understudy execution in certain branches of knowledge, recommend explicit types of evaluations for educators to use to follow understudy progress over the long haul, and determine when and for how long methods ought to be utilized. School arranging is a communitarian cycle including school experts, boards, guardians, and other local area partners, and the discoveries ought to be made accessible to the general population (in

printed version or on the web) as a type of accountability.(National Bureau of Statistics of Uganda, 2015).

As per an archive distributed by Kenya's National Bureau of Statistics in 2009, the public authority of Kenya has set a high need on overseeing school ecological components to guarantee the accomplishment of its improvement methodology. The public authority of Kenya's expanding monetary distributions, as displayed in the Republic of Kenya planning records from 2011 to 2014, just as the quantity of strategy archives since autonomy, are clear indications of the public authority's obligation to Universal Primary Education (Ministry of Education, 2008). The Free Primary Education (FPE) program was first carried out during the 1970s and afterward once again introduced in 2003 determined to accomplish Universal Primary Education (UPE) and understanding the arrangement of essential schooling as a right to all residents, as expressed in the Republic of Kenya's Basic Education Act (2013). Nonetheless, information on accomplices progressing to class 8 selecting for the Kenya Primary Certificate of Education from 2005 to 2012 uncover that exiting grade school is an issue that influences both young men and young ladies in Kenya (KCPE)as shown in (Table 1).

Table 1.1:

Progression of Cohort from Class 1 in 2005 to Class 8 in 2012

Year	Enrolment		Class
	Boys	Girls	
2005	620409	586826	1
2006	602191	584832	2
2007	613745	594673	3
2008	590972	579991	4
2009	577413	558554	5
2010	558048	562138	6

2011	565841	557472	7
2012	415629	396311	8

Just 811,940 of the 1,207,235 understudies who began class 1 out of 2005 sat for the Kenya Certificate of Primary Education (KCPE) assessment in 2012, while 395,295 either exited or rehashed. As indicated by records kept by the Kuresoi Sub-County Director of Education (2018), dropout rates somewhere in the range of 2013 and 2017 affected enrolment, which is steady with public patterns.

School climate factors, like accessible designs in school, like learning assets, are said to affect dropout rates since they impact how kids access training (MOE, 2008). Economic contemplations, as indicated by UNESCO (2011), impact the interest for schooling since they influence a family's capacity to pay school charges and other instructive expenses. Joblessness and neediness keep kids from going to school since they are compelled to attempt to expand their families' income. Moreover, social thoughts and customs are said to have a significant influence in the choice to pull out understudies from school and, eventually, the choice to quitter (Wagachira, 2015).

As per [Hussain et al 2011](#) examinations, the school climate is one of the components that has been associated with dropouts. According to Byoung-suk (2012), the actual climate of a school incorporates homerooms, libraries, specialized studios, labs, sterile offices, school management (educational part), showing techniques (learning and instructing), and the social climate. This infers that the actual climate, informative qualities, learning and showing factors, and social environment are immensely significant. Arul and Vimala (2012) found that the school climate fundamentally affects understudy cooperation in school and character improvement as Spaul (2013). Spaul (2013) declares that an agreeable and caring climate among different medicines draw in students to school subsequently lessening dropouts.

While there has been a consistent movement in the quantity of kids tried out Kuresoi Sub-County, records accessible from the Sub County Director of Education (2018) show that while there has been a consistent movement in the quantity of kids enlisted, dropout rates detailed somewhere in the range of 2013 and 2017 recommend that there are issues influencing enrolments, perhaps because of helpless school climate management setup.

Table 1.2:

Enrolment Progression between 2013 and 2017 in Kuresoi South

Year	Kapsimbeiywo Zone	Cheptuech Zone	Keringet Zone	Amalo Zone	Total
2013	6612	5564	9632	4260	26068
2014	6802	5717	9911	4381	26811
2015	7301	5993	10317	4616	28227
2016	7405	6239	10743	4804	29191
2017	7689	6462	11203	4952	30306

Therefore, the reason for this exploration is to discover what the management of school natural components means for understudy dropout rates in the sub province. The school climate was picked on the grounds that a mindful and agreeable climate prevents dropouts by making concentrating really engaging (Suleman and Hassan, 2014).

1.2 Statement of the Problem

Primary school education is an honorable drive as it shapes the reason of guidance regardless the trial of dropout which is connected with normal parts which has transformed into a risk in most nation schools. This components are depilated classes, hardly any instructors, inadequate sitting spaces notwithstanding nonattendance of standard review lobby measures, nonappearance of genuine sanitizations this has upset leaving school as most understudies feel that they have been denied their critical rights in guidance. There is general arrangement that the school dropout issue has shown up at pandemic degrees all

around and has transformed into an overall issue confronting the preparation region round the world (Wotherspoon, 2009). This has been credited by parts, for instance, school genuine environment, social factors, School educational factors and learning and teaching factors. Considering this elements when diverged from other related investigation like Studies in India, Rani (2011) discovered financial difficulties, kids not enthusiastic about examinations, gatekeepers not roused by considers, nonappearance of preparing workplaces in the nearby towns and nonattendance of significant worth guidance as reasons alluded to for leaving. In essentially all non-modern countries school dropout or low fulfillment rates have been a subject critical to researchers and methodology makers for a surprisingly long time. According to the Poverty Status Report of 2005, the marvel of high dropout rates continues to address a significant test to the productive execution of public methodologies. Save the Child Fund (2002) in their examination of Child desperation in Uganda focused in on school dropout and highlighted significant culture, nonattendance of interest in guidance, finishing local jobs and endeavoring to improve family pay as the significant purposes behind dropout. The activities, for instance, 100% complete of understudies in primary schools and discretionary have not considered natural items as most Schools don't give learning materials as would have been ordinary. Understudies, are given to purchase the learning materials, in the event that they don't deal with the expense of the leave school. (Administration of Education, 2014). School regular factors, as real environment, social parts, instructive factors and learning and teaching factors have been known to affect dropout of understudies from schools. This survey, attempt to investigate the effect of management of school biological factors on dropout rates in open grade schools in Kuresoi South, this will help with seeing if management of school normal components expects a section in dissidents. The Kenyan government is at this point grappling with how to mitigate dropout rates in the districts, Kuresoi South Sub-

region being one of them this constructions the justification behind this survey as bigger piece of the examinations which have been done has not adequately would in general school drop out in open elementary schools in Kuresoi Sub County. It is from this foundation that this review tries to look management of school environmental factors on dropout rates in public primary schools in Kuresoi Sub-County to fill the exploration gap on existing literature.

1.3 Purpose of the Study

The purpose of this study is to examine the management of school environmental factors on dropout rates in public primary schools in Kuresoi Sub-County.

1.4 Objectives of the Study

Specifically, the study will be guided by the following objectives:-

- i. To establish how the management of the school physical environment influence pupil dropout rates among pupils in public primary schools in Kuresoi Sub- County
- ii. To investigate how the management of social factors influence pupil dropout rates in public primary school in Kuresoi Sub County
- iii. To establish how the management of school instructional factors influence pupil dropout rates in public primary schools in Kuresoi South sub county
- iv. To establish how the management of learning and teaching factors influence pupil dropout rates in public primary school in Kuresoi Sub-County.

1.5 Research Questions

The study will attempt to provide answers to the following research questions:

- i. In which way does the management of school physical environmental factors influence pupil dropout rates in public primary schools in Kuresoi South Sub-County?

- ii. How does the management of school social environment influence pupil dropout rates in public primary schools in Kuresoi South Sub- County?
- iii. In which ways does the management of school instructional factors influence pupil dropout rates in public primary schools in Kuresoi Sub-County
- iv. In what ways does the management of the learning and teaching environment influence the pupil dropout rates in public primary schools in Kuresoi South Sub-County?

1.6 Justification of the Study

Kenya's administration perceives the worth of training and, therefore, has focused on it through authoritative structures and financing (Republic of Kenya, 2011).

Considering Kenya Vision 2030, the Kenyan government's arrangement to industrialize is predicated on boosting specialist instruction and preparing, which is basic to the nation's change. In light of these discoveries, it is sensible to explore the effect of school natural variables management on student dropout rates in elementary schools in Kuresoi Sub County. Accordingly, the discoveries of this review should reveal insight into what the management of school ecological components means for understudy movement rates in Kuresoi Sub-County. This exploration will help school executives and training quality affirmation supervisors at the Ministry of Education in creating approaches and systems to further develop school climate management and diminish student dropout rates. Besides, by providing pattern information to instructive specialists, the results of this review will be utilized to build up a pool of information in instructive management.

1.7 Limitations of the Study

A limitation, as indicated by Mugenda and Mugenda (2013), is an element of a review over which the analyst has no control and knows that it might contrarily influence the nature of information, results, or over-simplification of the discoveries. The primary likely

shortcoming of this review is that it utilized self-detailed surveys to gather fundamental information, consequently it depended on respondents to be straightforward. Albeit, as per Farrington et al (2007), information acquired without anyone else report surveys has been effectively utilized in the past to gauge factors and test hypotheses, the legitimacy of such information is continually addressed because of reaction inclination. This is because of members' proclivity to supply data that fulfills the specialist's apparent necessities. People tend to jumble reality to hold a positive mental self view (Michel, 2013). Similarly, McDonald (2008) claims that self-detailed studies permit a great deal of space for "reaction inclinations," since members have an inclination to respond to things in a survey for reasons other than whatever the poll should assess. To manage this, the analyst disclosed the examination's evenhanded to the respondents and promised them that their data would be kept totally secret.

1.8 Delimitation of the Study

The examination was place in Kuresoi South Sub-County and involved 28 public elementary schools out of an aggregate of 93. It investigated the effect of school natural variables management on dropout rates in Kuresoi Sub County. The review incorporates all of the head instructors and class educators in the chose schools since they are responsible for the school's management and fill in as a connection between the school and the local area just as the Ministry of Education. The findings may not represent other sub counties in Kenya

1.9 Significance of the Study

The study is important to the education sector as the findings that have been found will help the policy makers in drafting the recommendations that were found, the findings will also help the education officials in Kuresoi South Sub county to address the challenges the that have been found and finally the findings will add knowledge to the body of literature which will of help to future researchers.

1.9 Assumptions of the Study

The study respondents accepted to participate in the study and were honest and truthful when responding to the items in the instruments on time.

1.10 Operational Definition of Terms

Dropout: Refers to a child who is compelled to stop attending school for reasons other than death and leaves their education unfinished (Jamil et al, 2010; Lekhesa, 2007).

It refers to students who drop out of school before finishing the 8-year primary school cycle as a result of management's influence on school environmental variables.

Factors: These are factors that influence a specific outcome or scenario (Oxford Dictionaries, 2019)

Factors in this study refer to physical, social, administrative, and curricular implementation components in the school environment whose management influences dropouts.

Influence: Influence, according to Merriam Webster Dictionary (2016), is the ability to have an effect on someone's mind, causing them to modify their behavior, actions, attitudes, objectives, needs, and values.

It refers to the ability of school environmental elements to influence pupil dropout rates in elementary schools in this study.

Management: It is the organizational processes that include planning, setting objectives, managing resource, measuring results, recording and storing facts and information (Megginson, n.d). In this, management is the capacity to control and direct physical, social, administrative and curriculum related factors to prevent school dropout rates.

School environment: According to Odeh et al. (2015) it relates to the climate in the school and encompasses physical facilities, peer group, classroom, social, and psychological climate (2015).

The term "school environment" will be used in this study to refer to the facilities, rules and regulations, instructional techniques, evaluation, discipline, and interpersonal relationships between staff and students that influence school dropout rates.

School: Is a school that is designed to provide an effective learning environment by managing school environmental characteristics in such a way that it prevents students from dropping out.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section checks out the writing inspected from different investigations that aided in clarifying erring on the reliant variable; upgrading optional instruction and the free factors; bursary plans, Infrastructure advancement, course book arrangement and backing of co-curriculum exercises . A hypothetical and applied structure for directing the examination will likewise be attracted this part. When leading the exploration study, this will help the specialist in acquiring a total comprehension of the variables.

2.2 School Physical Environment and Pupil Dropout

Understudies' capacity to learn, exhibit expanded accomplishment scores, and show legitimate conduct is improved by a very much kept up with and safe actual climate. The school's actual climate mirrors the significance of protected, clean, and agreeable settings in establishing a positive learning climate for youngsters. With the goal for instructors to teach adequately and for understudies to be receptive to learning, a decent climate should be made. Great condition offices, for example, low clamor levels, neatness, admittance to clean air and water, and an absence of congestion, are advantageous to learning, yet in addition fundamental for understudy and staff wellbeing and prosperity. (UNICEF, 2000). Educators are bound to be discouraged and disappointed at schools with helpless foundation, while building overhauls can give instructors a revived sensation of idealism and reason.

Instructors have distressing working conditions because of congestion and heavy jobs, which prompts higher non-attendance. The measure of time educators can spend on new showing approaches is restricted in jam-packed study halls, and keeping control is an everyday challenge. Thus, there is a more prominent possibility that instructors will

encounter burnout sooner than would somehow be the situation. While the nature of school structures and grounds is basic, the areas that encompass our schools likewise have an effect. The condition of a school's area essentially affects both the school and the understudies it serves. Subsequently, schools every now and again acquire the issues that exist in their encompassing networks. The condition of a school regularly mirrors the condition of the encompassing area. (UNESCO, 2002), Schools with junk on the floors, for instance, are bound to be situated in regions where litter and waste are normal; schools in which spray painting is apparent are bound to be in neighborhoods with spray painting; and schools with broken windows are bound to be situated in areas in helpless condition.

Drop out is characterized by the United Nations International Children's Education Fund (UNICEF, 2000) and the Government of Pakistan as a student who leaves school prior to finishing a specific level for which the person in question entered because of push out factors in the learning climate. As per an OECD report distributed in 2013 that saw arrangements to work on the viability of school assets, understudies perform better in schools that give a favorable learning climate, and financially distraught understudies are less inclined to be in organized study halls than advantaged understudies. It additionally infers that schools with lower truancy rates or a more ideal disciplinary environment improve.

As per a system made by four UN associations, all schools should have four center wellbeing parts to safeguard kid invitingness (UNESCO, UNICEF, WHO, and The World Bank). Wellbeing related approaches are remembered for these arrangements, which contribute in the foundation of a protected, secure, and solid actual climate. Such a climate ought to incorporate a positive mental part, resolving issues, for example, understudy misuse, inappropriate behavior, and harassing, just as aiding the support of the instructive framework notwithstanding HIV and AIDS. Second, giving sufficient water and

sterilization offices is significant as the initial phase in establishing a sound school climate that advances clean abilities and perspectives. At last, abilities put together wellbeing schooling centers with respect to the advancement of data, mentality, qualities, and fundamental abilities important to settle on fitting positive choices to keep up with deep rooted solid propensities and stay away from weakness to substance use and HIV/AIDS. Fourth, simple, safe, and natural school-based wellbeing and nourishment programs, just as directing to adapt to the AIDS plague, that address issues that are boundless and viewed as significant locally. In rudimentary instruction, the dropout rate is most elevated in grade 8 (21%) and least in grade 1.

School dropout is one of the issues that has stood out enough to be noticed from scholastics since it has significant implications on understudies' capacity to accomplish their instructive objectives. As per Jamil et al (2010), school dropout is a major issue in numerous nations all throughout the planet, not simply in agricultural nations.

As indicated by the United Nations Educational, Scientific, and Cultural Organizations (UNESCO, 2002) appraisal on the condition of the world's kids, very nearly 130 million kids in immature nations are denied of their right to schooling because of dropout. As per an UNESCO research, one out of each three young people who enter school in South and West Asia and Sub-Sahara Africa exits prior to completing (2009). Griffin (2002) found that understudies who have scholastic issues are bound to exit in his review on dropouts in the United States.

As indicated by them (UNESCO, 2016). Helpless foundation and low instructive quality have been referred to as critical hindrances to learning and schooling. Class size essentially affects learning results, particularly when classes are large or range numerous grades. Reading material are one of the most powerful instructive contributions on the learning

climate. As indicated by the exploration, in the 1st three grades of elementary school, there are in excess of 80 children for each class in the Central African Republic, and around 50 students in the initial two classes in Uganda, Guinea, and Togo. The presence of disinfection offices helps the learning climate, the soundness of understudies, school participation, and scholarly execution. One reason why understudies, especially females, in many immature countries exit school is an absence of clean water and sterilization. It is assessed that 70% or a greater amount of individuals in Mauritania, the Comoros, and Chad don't approach latrines, and that only 50% of the latrines in Mali, Madagascar, and Burundi are functional. Helpless learning conditions have generally been recognized as a basic factor that prompts horrible showing in open elementary schools in immature nations, as per UNICEF (2003). Since kids invest most of their energy in school, as per Arul and Vimala, the school climate plays a basic part in their commitment in schooling and the improvement of their characters (2012).

A review led in South Africa by Spaul (2013) found that, in addition to other things, a cherishing and agreeable climate attracts understudies to school, decreases school dropouts, thus keeps youngsters in school. Wagachira (2015) in Muranga County and Wabuti (2014) in Kakamega County, Kenya, discovered an association between school ecological qualities and school dropout. Article 53 of Kenya's Constitution ensures every one of kids' privileges against a wide range of obtuse treatment and discipline.

This is built up by Section 4 of the TSC Act 2012, which expresses that the commission has the power to think about the student's wellbeing consistently when playing out its exercises and administrations. The targets of elementary school training, as indicated by the Kenya Institute of Curriculum Development (2002), are to give freedoms to students to

get education, numeracy, imagination, and relational abilities, to appreciate and regard the poise of work, and to foster helpful social principles moral and strict qualities and furthermore foster mindfulness and enthusiasm for neighbors, the climate, regard and love own country, different countries and worldwide.

2.3 Social Factors and Dropout Rates in schools

Understudies' lead and accomplishment are impacted by the nature of associations between individuals from a school (instructors, understudies, and overseers). An understudy's relationship with their instructor affects their study hall interest, confidence, and scholastics. The nature of connections inside a school is alluded to as the local area part of school environment. It likewise incorporates the school's connectedness, regard for variety, and associations with other local area individuals. Method of childhood in family, sustenance, wealth, shortage, implantation of qualities sympathy, empathy, sharing, and pomposity, direction, social biological system, including instructive establishment's way of thinking impact understudies' conduct in schools (UNESCO, 2002). However Economic conditions, like wealth or neediness, can't wreck the significance of ingraining human qualities in understudies' conduct. A school's actual design, size, and material assets all affect its environment. Ecological factors like study hall engineering and action plans, for instance, may affect how safe understudies feel and how well they act in school. The reasonableness of the school setting, the structure's support and framework, and the openness and designation of instructive assets are for the most part natural factors. School-related variables that lead to dropout, as per Rendell (2009), are educational program that sustain old sex standards, lewd behavior by educators and cohorts and lacking female instructors as good examples. Harassing, misconduct, and fierce direct have all been identified with a negative school environment. Inside the school, a great scholarly environment may assist with forestalling social issues. For instance, in schools where

instructors give criticism on understudies' tasks, help understudies in accomplishing their objectives, and urge understudies' commitment to scholastic achievement, both understudy and educator reports of conduct issues have been noticed. At the point when understudies have an unmistakable inclination of having a place and fortitude at school, they are more disposed to mediate or report when a companion participates in hazardous conduct. Positive connections between school workers and colleagues have likewise been connected to bring down degrees of understudy social issues, viciousness, and exploitation, as per research. The components of school climate significantly affect educators.

In many schools, educator maintenance, or saving instructors in a similar school for quite a while, is a significant concern. Numerous components identified with school air, then again, have been demonstrated to impact educator turnover rates. Poor regulatory help, understudy discipline issues, and an absence of trust in their capacity to add to school dynamic are largely factors that have been related to low educator maintenance. (UNESCO, 2002). Teacher-understudy collaborations, just as educator chairman connections, all play a part in an instructor's obligation to their work. Moreover, school environment components can affect educators' emotional well-being. Instructors' enthusiastic sluggishness burnout is connected to awful associations with understudies and collaborators, just as deficient parental and local area inclusion. Instructors with a pessimistic school environment are bound to detect low close to home achievement, negativity, and depersonalization. Wagachira (2015) found that dropout rates are impacted by school natural attributes like terrible connections among understudies and educators, helpless scholarly accomplishment, and low inspiration. As indicated by Gathigah (2010),

peer pressure, handicap, low confidence, frailty, and cataclysmic events like as dry spell and starvation have all been associated with dropouts.

2.4 Instructional Factors and Dropout Rates

Since it is the exchange of information starting with one individual then onto the next, guidance is fundamental for instruction. It additionally alludes to the demonstration of educating just as the job of the educator. Subsequently, guidance execution is the moral act of building, carrying out, and overseeing suitable specialized cycles and assets to work with learning and further develop execution (Bruner, 2009). There is a connection between instructor execution and responsibility. The measure of time went through instructing and cooperating with understudies all through the study hall, just as the time left over for planning and other co-curricular and administrative obligations, is alluded to as instructor responsibility. Instructive information sources, otherwise called educational assets, are basic to the instructing of any subject in the school educational program.

Grains (2010) accepted that through utilizing educational devices, students would have the option to recollect information they had found. As per (Savoury,2010), a very much arranged and imaginative utilization of visual guides in examples can assist with mitigating disregard, supplement inadequacy of books, and raise understudies' advantage by giving them something functional to see and do while additionally assisting with preparing them to think things out for themselves. Pictures, post cards, graphs, maps, filmstrips, and models, as indicated by Savory (2010), are altogether useful visual guides for showing any subject.

In Ghana, the Ministry of Education (2005), which is responsible for the public training educational program and informative oversight, stresses that to accomplish quality

instruction, school esteems should be appropriately overseen, as they influence instructors' and understudies' exhibition in class and their ability to perform. This guides in the formation of school-local area attachment and builds up right discipline. Educational plan and educator related factors may likewise make understudies exit school. As indicated by Shadreck (2013), an absence of schooling programs that match an understudy's professional and scholarly requests prompts dropout, though an unessential, troublesome, resolute, and swarmed educational plan debilitate understudies and inclines them to nonconformist. It is additionally basic to have adequate and able HR as far as educator quality for the instructing of all subjects in the school educational plan. Without educators as implementers, instructive objectives won't ever be met. To help great and powerful instructing, schools ought to be fittingly and consistently prepared. Course books that are fitting, qualified educators, and appropriate libraries should all be presented for schools. Rasmy (2017) distinguished school size, educator non-attendance, instructor perspectives toward understudies, arrangements, and the absence of co-curricular exercises as natural factors that impact dropout rates. School-related components that lead to dropout and influence enlistment, as indicated by Rendel (2009), incorporate curricular that build up customary sex generalizations, deficient disinfection offices, an absence of sterile materials for young ladies, lewd behavior by male educators and cohorts, and an absence of female good examples. Also, Rendell noticed that the work of incapable showing techniques, special treatment of understudies, and cruel discipline urge understudies to exit school. As indicated by FAWE (2010), brutal discipline and practices, for example, beating imparts dread in understudies and cause passionate mischief, bringing about dropout.

2.5 Learning and Teaching Factors on Dropout Rates

To advance training in Kenya, educators are relied upon to satisfy instructing, managerial, and administrative exercises that are identified with their terms of administration (TSC Act section 212 Republic of Kenya, 1968). An undeniable degree of execution prompts a significant degree of occupation fulfillment, which fills in as criticism for future execution. As far as educator execution, the head instructor is the main person to watch. The accompanying presentation pointers can be utilized to survey educator execution. Accordingly, instructor adequacy essentially affects understudy achievement, and putting resources into their schooling is basic. Instructors' resolve, as per Bunnel and Ekyeampong (2007), is basic to their presentation. Delay and truancy, helpless obligation execution, and an absence of schedule inclusion all demonstrate low resolve. It can likewise be seen as far as deficient showing readiness, for example, the absence of illustration notes, example plans, and insufficient job displaying. Because of low teacher usefulness, execution might be deficient in such conditions. Understudies' choice to exit is additionally affected by informative techniques and teacher conduct. As per Smith (2003), educators in specific schools in Zimbabwe's Southern Province didn't get ready classes, didn't have work plans, and left understudies' tasks unchecked. A portion of the educators were hard and offered harsh comments about the understudies.

Maintenance and dropout rates are adversely affected by such homeroom strategies and conduct. Educational program and educator related factors may likewise make understudies exit school. As per Fullerton (2013) there are six different ways to advance a positive learning climate :Regularly welcome students to take on a stance of quietude and appreciation toward the start of the class meeting, incorporate a pledge to study hall citizenship conduct in the statement of purpose that we share with each other toward the

start of the term, welcome the understudies to take an interest consistently in an expression of the day work out, control the problematic conduct straightforwardly and sympathetically, request that understudies do things that are hard and terrifying however set them to succeed and recognize their mix-ups promptly and openly (p. 135, 31-36).

2.6 Theoretical Framework

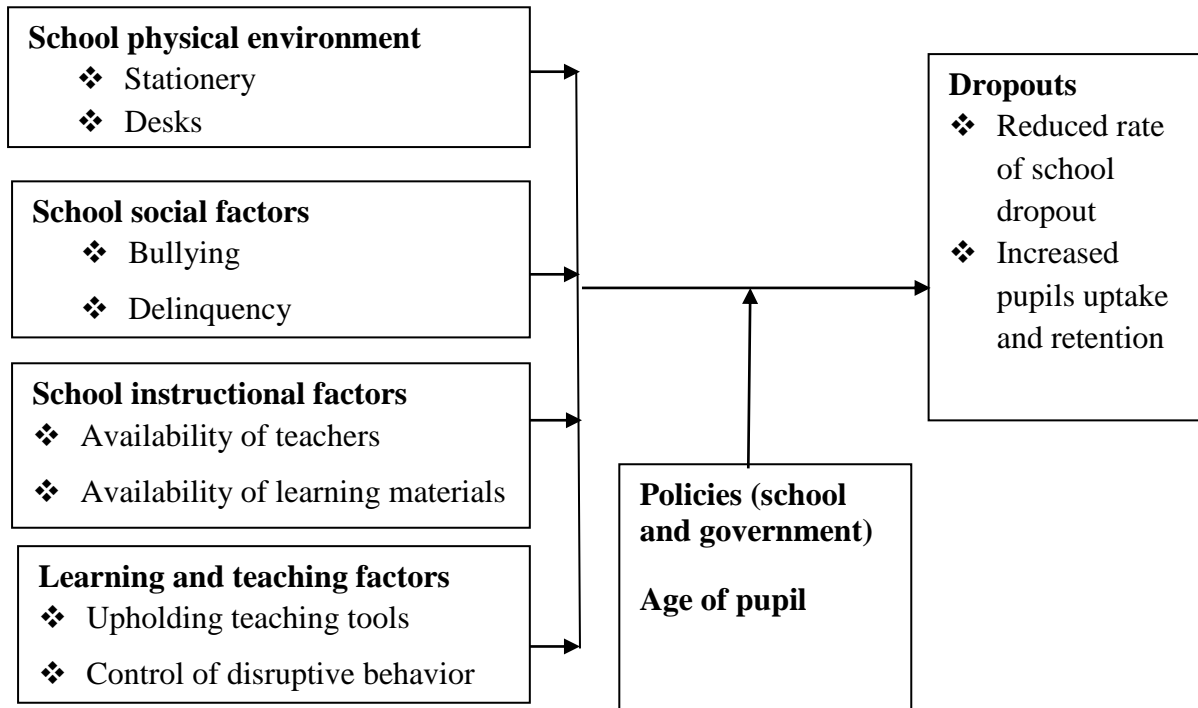
Speculations are created to clarify, gauge, and get marvels, just as to challenge and broaden current information, all while staying inside the limits of vital jumping presumptions. The hypothetical system presents and portrays the hypothesis that is being utilized to clarify the exploration challenge (William, 2010). The institutional methodology centers around understudy qualities.

2.7 Conceptual Framework

A conceptual framework explains either graphically or in narrative forms the things, factors, concepts or variables under investigation in a study and the presumed relationships among them (Casanave, & Li. 2015). This study is based on the premise that pupils dropout is influenced by the management of school environmental factors. The interaction among the study variables is depicted in the Figure 2.1

Figure 2.1:

Conceptual Framework



Independent Variables

Intervening

Dependent Variables

The autonomous factors of the review are school ecological elements while the reliant variable dropout. Under ideal conditions, dropouts rely altogether upon the autonomous factors. Be that as it may, under powerful conditions, arrangements and age of the students influences the connection between the management of school climate elements and enlistment.

2.8 Summary

Understudies' capacity to learn, exhibit expanded accomplishment scores, and show appropriate conduct is upgraded by a very much kept up with and safe actual climate. The school's actual climate mirrors the significance of protected, clean, and agreeable settings in establishing a positive learning climate for youngsters. With the goal for educators to

teach successfully and for understudies to be receptive to learning, a decent climate should be made. Great condition offices, for example, low commotion levels, neatness, admittance to clean air and water, and an absence of congestion, are useful to learning, yet in addition vital for understudy and staff wellbeing and prosperity. Understudies' conduct and accomplishment are affected by the nature of associations between individuals from a school's staff, understudies, and organization. An understudy's relationship with their educator affects their study hall investment, confidence, and scholastics.

The nature of connections inside a school is alluded to as the local area part of school environment. It additionally incorporates the school's connectedness, regard for variety, and associations with different individuals from the local area. Childhood in the family, nourishment, plenitude, shortage, implantation of qualities sympathy, empathy, sharing, and egocentrism, direction, and the social biological system, which incorporates the ethos of instructive foundations, all impact understudies' conduct in schools. Since it is the exchange of information starting with one individual then onto the next, guidance is fundamental for training. It likewise alludes to the demonstration of educating just as the job of the educator. Accordingly, guidance execution is the moral act of building, carrying out, and overseeing proper specialized cycles and assets to work with learning and further develop execution. An undeniable degree of execution prompts a significant degree of occupation fulfillment, which fills in as criticism for future execution. As far as educator execution, the head instructor is the main person to watch. The accompanying presentation pointers can be utilized to evaluate instructor execution. Subsequently, instructor viability fundamentally affects understudy achievement, and putting resources into their schooling is basic.

2.9 Research gap

The current review analyzes the effect of school natural components on dropout rates in Kuresoi Sub-County public grade schools. As per Janelle n.d.) research, there are five ways to deal with further develop the school air. Making a community oriented climate, establishing an euphoric and sound climate, instructors taking on influential positions, being centered around what should be done, and staying hopeful with regards to your understudies are generally instances of these. This exploration will investigate the effect of school management and ecological components on student dropout rates in open grade schools in Kuresoi Sub County, determined to direct the advancement of answers for decrease dropout rates in open elementary schools. Shedreck (2013) tracked down that in Zimbabwe, an absence of instruction programs that fulfill understudies' professional and scholarly requests prompts dropout, while an insignificant, troublesome, severe, and swarmed educational plan turns understudies off and inclines them to quitter. As indicated by Rendell (2009), the work of incapable showing strategies, special treatment of understudies, and cruel discipline urge understudies to exit school. This perspective is upheld by FAWE (2010), who contend against the utilization of brutal disciplines like beatings, which ingrain dread in understudies and cause passionate mischief, adding to dropout it's from the past writing that the scientist distinguished the hole on management of school ecological factors and how they impact the nonconformists in schools at Kuresoi south.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Kothari (2004) characterizes research strategy as "subtleties in approaches and methodology utilized in directing examinations. It comprises of the examination's strategies, techniques, and methods. The whole methodology utilized in the review is depicted in this section. The examination plan, populace, test and inspecting approaches, information gathering, and information investigation are totally included.

3.1 Research Design

An examination configuration, as indicated by Kothari (2004), is the "association of conditions for information assortment and investigation in a way that attempts to join pertinence to the exploration reason. A clear review research configuration was utilized in this review. The examination required reality social occasion and documentation, so an enlightening exploration approach was OK. This current review's distinct exploration system was fruitful since it was utilized to get the required data using a survey (Kothari, 2004).

3.2 Location of the Study

The review area should be picked cautiously in light of the fact that it affects the data acquired (Mugenda and Mugenda, 2003). The information was gathered in Nakuru County's Kuresoi Sub-County. Kuresoi Sub-County has 93 grade schools, which are all enlisted in the bursary plan, as per the area head of instruction in Nakuru County. The review's motivation was to perceive what school climate the executives meant for dropout rates. Kuresoi Sub-County was picked since it is one of Nakuru's most ignored Sub-regions. As per a report distributed by the National Examination Council in 2010. When contrasted with other sub-regions in the district, Kuresoi has an extremely high pace of school dropouts. This is because of an absence of basic learning materials, for example,

books and fundamental foundation offices like homerooms, requiring the need to play out the review in the voting demographic.

3.3 Target Population

The objective populace is an assortment of people, occasions, or things that share a typical noticeable characteristic or the general arrangement of components from which the scientist tries to reach inferences (Mugenda, 2003).

The review's perception unit involved 93 public grade schools, and the review's objective populace incorporated every one of the 837 head educators and teachers at these schools (Sub-County Director of Education Kuresoi, 2018). The all out number of understudies in these schools is 30306. Table 3.1 gives an outline of the objective populace. The head instructors have been chosen since they are accountable for everything about running the school and interfaces the school to the local area and the service of training and furthermore they go about as the central connect to the Ministry of instruction and other related partners (Wango, 2009). The instructors have been picked in light of the fact that they are the educational plan implementers and they are accountable for classes as seen by Kabugi (2013). The dispersion of the open populace by table 3.1

Table 3. 1:

Distribution of the Accessible Population by Location and Size of Pupils

Zone	Schools	Head Teachers	Teachers	Pupils
Cheptuech	24	24	192	6462
Kapsembeiywo	24	24	192	7689
Keringet	28	28	224	11203
Amalo	17	17	136	4952
Total	93	93	744	30306

3.4 Sampling Procedure

The most common way of choosing an adequate number of parts from a populace is known as examining. The most common way of choosing an example size is known as testing method. The quantity of head instructors and class educators who participated in the review was determined utilizing Mugenda and Mugenda's equation (2013). It suggests

that when the populace is less than 10,000, an example size of 10 to 30% gives a decent portrayal of the huge populace, and consequently 10% is adequate for investigation, as demonstrated in this computation.N

$$= (30/100 \times P)$$

Where N = the sample size

P = the population size

Based on this formula, the sample sizes of the head teachers and class teachers are 28 and 224 given that the accessible populations of the two groups are 93 and 744 respectively. The number of class teachers and the head teachers selected from each zone was proportionate to their numbers in the zones. Purposive sampling was used to select schools from each zone to be studied. Purposive sampling is the primary study for inclusion in the thesis is one way of achieving a manageable amount of data state. A stratified random sampling procedure was used to obtain a representative sample.

3.5 Sample Size

The quantity of units from which information is gathered is alluded to as an example size. The example size for each gathering of the objective not really settled utilizing defined irregular sampling. Each zone's schools were grouped into various corresponding layers, and the review's head educators and class instructors were browsed every layer utilizing basic arbitrary sampling. Creswell (2014) proposes utilizing straightforward arbitrary inspecting since it guarantees that all individuals from the populace have an equivalent likelihood of being chosen. The test size dissemination is displayed in Table 3.2.

Table 3. 2:*Distribution of Head Teacher and Class Teacher Samples by Location*

Zone	Head Teachers	Teachers
Cheptuech	7	58
Kapsembeiywo	7	58
Keringet	8	66
Amalo	6	42
Total	28	224

3.6 Instrumentation

Data collection tools, according to Zikmund (2003), are instruments used to collect information in research or methodologies used to collect research data. The nature of the problem, as well as the availability of time and money, determine the solutions used (Cooper & Schindler, 2006). To obtain data, the researcher used both questionnaires and interview schedules.

3.6.1 Class Teachers' Questionnaires (CTQ)

Questionnaires and an interview schedule were utilized to get essential information. Educators' information was gotten through surveys. A Questionnaires is an information assortment instrument created by a specialist with the essential objective of conveying how was affected the respondents and getting wanted reactions as far as observational information from the respondents to meet exploration targets (Mugenda and Mugenda, 2003). The vital benefit of utilizing Questionnaires is that they might arrive at a major number of individuals and permit an analyst to cover a huge geographic region. They are somewhat modest and no earlier game plans are required prior to posting, the specialist utilized drop and pick technique. The poll included Section A which catches the educators bio-information, Section B will catch the data of understudies who have selected and the people who have exited. Segment C will be utilized to accumulate information on class instructor's point of view on what the administration of natural variables has meant for

dropouts. This includes physical environment, social factors, instructional factors and learning and teaching factors.

3.6.2 Head Teachers' Interview Guide (HTIG)

The study utilized interview schedule to gather information from the head head teachers. Interview empowered head teachers to give their record of circumstances which they have lived, gone through or seen. Meeting plan was utilized empower the scientist to procure nitty gritty data from the respondents. As per Lofland and Lofland (2014) talk with plan is supported in light of the fact that they are appropriate for events where the survey is restricting more data. Utilization of meetings assisted the analyst with testing the respondents and in this manner, get inside and out data. The specialist met the respondents by perusing the inquiries and afterward the head instructor would give a clarification of the event that prompted nonconformists. The instrument involve four areas that incorporate A which catches head teachers individual subtleties, B which catches data on students who have exited over the most recent five years. Area C will comprise of the head teachers perspectives on how they are doing work on natural elements to check nonconformists and Section D involves on head teachers ideas on the most proficient method to further develop school the executives of ecological elements to control quitters. The instrument is constructed using both closed and opened-ended items. Sang (2002) recommends use of closed item because they allow uniformity of the responses thus simplifying data coding and the analysis process. The open-ended items are included in the instrument because they enable a researcher to gather additional information by asking follow-up questions as recommended by Biemer and Lyberg (2003)

3.7 Methods of Data Collection

Through Kenya Methodist University, the researcher applied for a permit from the National Council of Science, Technology, and Innovation (NACOSTI). The researcher

then formally contacted the respondents through the sub-county education offices, explaining the study's objective and requesting their permission to conduct it. The questionnaire was given to each of the study's participants individually by the researcher. The study took care and control to verify that all questionnaires submitted to respondents were received, and in order to do so, the study kept track of which questionnaires were sent and which were not. A drop-and-pick method was used to administer the questionnaire. The researcher personally administers the interview schedule to the respondents in order to give explanations. The researcher used three months for data collection.

3.8 Operational definition of variables

3.8.1 Validity of the Instrument and reliability of the instruments

These are validity and reliability instruments:

3.8.2 Validity of the instrument

Validity refers to the extent to which all of the study evidence supports the intended interpretation of the test scores for the stated purpose (Mugenda & Mugenda, 2003). The content validity of the instruments was tested. This was accomplished by making sure that all of the questions and statements were relevant to the study's goals. The researcher ensured that every questionnaire item and the contents of the interview guide are related to the influence of school environmental elements and the management of pupil dropout rates in order to keep the instruments valid in terms of construct validity.

3.8.3 Reliability of the Instrument

When there are multiple measurements, reliability refers to the consistency of the scores generated by an instrument (Mugenda & Mugenda, 2013). The pilot test should make up 10% of the total sample, according to the rule of thumb (Cooper & Schilder, 2011). The Cronbach alpha statistical test was used to assess the variables' reliability. The internal

consistency of the questionnaire was assessed using the Cronbach's alpha reliability value. According to Gay (2002), the questionnaire must meet the accepted reliability criterion of 0.70 or higher in order to be regarded reliable. 3.6 Pilot Testing is a subcategory of Patton (2013) explains that, a pilot study is usually conducted prior to the actual study purposely to ensure the research instruments functioned well. The purpose of the pilot study is to check the appropriateness of the instruments in regards to the purpose of the research and the clarity of the instruments especially the questionnaire items. A pilot study was carried out in Amallo Zone, Nakuru County. Amallo Zone was selected because it's the neighboring school and it's affected by the same social political factors regarding bursary disbursement and allocation. The researchers administered 14 questionnaires to teachers and conduct an interview with a head teacher in the school. Table 3.3 shows that Cronbach alpha statistical test for the piloted questionnaires was above 0.7 for all items in each variable. The questionnaire was therefore considered reliable for analysis and statistical generalization as shown in table 3.3.

Table 3. 3
Reliability Test Results

Variables	No. of Items	Cronbach's Alpha
Management of school physical environment	7	.741
Management of social factors	8	.731
Management of school instructional factors	8	.796
Management of learning and teaching factors	7	.788
Pupil dropout rates	8	.722

3.9 Data analysis

The process of giving order, structure, and meaning to a large amount of data is known as data analysis (Cooper & Schindler, 2013). Data analysis is condensing large amounts of data into manageable chunks, creating summaries, looking for trends, and employing statistical tools. The information gathered for this study was both qualitative and quantitative. The research questionnaire was used to obtain qualitative data, while the interview schedule was used to acquire quantitative data. Content analysis was used to assess qualitative data, which was then presented in text form. This is where the study's primary topics, subjects, concepts, and themes were identified. This was followed by analysis of the contents within the themes identified. On the other hand, Quantitative data was analyzed by use of Statistical Package for Social Sciences (SPSS) version 24. Both descriptive statistics and inferential statistics was employed to analyze the data. Descriptive statistics comprises of frequencies, percentages, means and standard deviations. Inferential statistics includes correlation analysis. Presentation of the results was done in form of tables, charts and graphs which facilitated clear interpretation of results and assist in drawing of conclusions.

3.10 Ethical Considerations

The researcher acknowledges the works of other authors used in this study and adheres to all the citation rules and procedures. Before commencing the study, the researcher sought consent from the relevant authorities. Jackson (2011) explains that, it is the responsibility of the researcher during a study involving human or non-human participants to ensure they are protected from any harm and their welfare is respected. During the course of the study the researcher observed the highest levels of ethics and was guided by the principles of integrity, informed consent, confidentiality, anonymity privacy, and independence of the research (MacDonald et al., 2014). The researcher was cognizant of the fact that this study

was investigating very sensitive issues touching on finances and there was a likelihood of concealment of the real data required from the participants. In this regard, the researcher upheld high levels of confidentiality and privacy for the subjects to safeguard their interests.

3.11 Empirical Review

Constituency Development Fund in Zambia is being used to make instructive structures, recruit teachers, and reestablish and complete staff homes, as per a report attempted by Evangelical Fellowship in Zambia and Micah Challenge (2012). Regardless of the obstacles, the technique has upgraded the instructive air, permitting a lot more understudies to go to class by giving essential foundation. The monies are utilized to support instructive and wellbeing programs in Ghana, and admittance to training in Ghana is on the ascent (CID, 2009). In East African nations, for example, Tanzania, Uganda, and Kenya, CDF has been used to make drives in country locales, especially in instruction.

As indicated by a concentrate by Majanga et al. (2009) named "The Effect of Class Size on Classroom Interaction in Nakuru Municipality," FPE strategy has brought about expanded enrolment in schools, bringing about expanded class sizes and student instructor proportions, adversely impacting educator understudy communication and understudy student association. This has brought about congestion in the study halls, an absence of tweaked consideration for understudies, and an increment in problematic direct. It was found that the congestion adversely affected understudies' participation, accomplishment, and tutoring. Further, a review directed by Ondere (2012) in Kasarani District on reasons for dropouts in chose blended day auxiliary schools, set up that informative materials were lacking and the states of actual offices were frequently shocking, making wellbeing dangers. They inferred that lacking informative material and physical and clean offices

antagonistically influenced the nature of learning as well as improve dropout rates. Also, a concentrate by Birdsall et al. (2005) affirms that giving water and disinfection at school level is basic to young ladies for wellbeing and protection reasons and is a main consideration driving young ladies out of schools.

Concentrates by Matage et al. (2015) in Kisii Central, have connected school climate, financial and culture factors with school nonconformists at various degrees of training. Understudies in Kenyan optional schools are encountering more elevated level of tormenting than the worldwide patterns, as per African Mental Health Foundation, (2018). As per Ndetei (2018) the high commonness of tormenting in Kenyan school is stressing and might be unfavorable to casualties if clear cut intercessions are not set up. He additionally noticed that understudies griped of other tormenting techniques that were influencing their focus and ability to remain in school. Harassing alludes to the rehashed persecution either genuinely or mental, of a less amazing individual or gathering. It takes different structures like prodding, insulting, undermining, hitting and taking of property, having a place with the person in question or making an understudy be socially separated through inner avoidance.

Croninger and Lee (2001) in a review on Social capital and exiting school saw that educators are a significant wellspring of social capital for understudies and that instructors based type of social capital lessen the likelihood of students exiting. A concentrate by Joubish and Khurram (2011) recognized low degree of inspiration, whipping, and educator conduct as a portion of the ecological elements that add to student dropouts at elementary school level. Examination has shown that instructor mentalities towards understudies are connected to dropout. Colclough et al. (2000) in a review directed in Ethiopia found that educators' perspectives affected school students to quitter. In many cases, the instructors

didn't know that the language they utilized built up bad sex perspectives as per Foundation of African Women Educationalist Organization (FAWE, 2004). This concentrate hence will examine the impact of the executives of school natural variables on dropout rates in Kuresoi South Sub County. Simic and Kristic (2017) in a review on School Factors identified with dropout from essential and auxiliary instruction in Serbia-Quantitative Research, singled out a few factors profoundly identified with dropout rates as; Low quality (individualization) of educating, absence of enthusiastic help and absence of positive educator understudy connections give to have the best impact on understudy or understudy dropout. The review proposal accentuation were sorting out understudies situated instructing, connect all understudies during standard examples and advancing collaboration among friends and instructors themselves fills in as preventive estimates that ought to be directed to make comprehensive effective school. School initiative was likewise referenced has playing a critical part in the advancement of comprehensive qualities and supporting its staff in the expert turn of events and especially in the areas of contemporary showing strategies and helps, evaluation, individualization, correspondence and financial improvement support. .

Nyaranga,. (2012) in a review on factors adding to grade school understudy dropout in Bunyala District in Busia County, set up that shame because of advance age, huge body size, absence of assets to pay for some school demands which are not covered by the Free Primary Education financing, dread for discipline by frail entertainers, the utilization of harmful language by instructors and non-accomplishment in school which achieve an exceptionally low self-idea with respect to the kids influenced by the low accomplishment and along these lines at last become dropout. A concentrate by Ogadho.also, Ajowi (2012) on factors impacting dropout of students with incapacities in standard elementary schools in Kisumu East District, set up that absence of transformation of educational plan to

students with learning with disability(LD) impact dropout rates. The failure for the instructors to utilize exceptional showing techniques suggested for showing students with LD in ordinary homerooms had impact dropout rates. Educators credits had impact dropout paces of students with LD.

In the investigation of Janelle (n.d) there are five different ways to improve school climate. These incorporates making a cooperative climate, making a glad and solid climate, instructors taking on position of authority, remaining fixed on what should be done and remaining certain with regards to your understudies. This review will explore the Influence of Management of School natural variables on understudy dropout rates in open elementary schools in Kuresoi Sub County to direct the definition of procedures to check dropout rates in open grade schools.

A concentrate by Shedreck (2013) in Zimbabwe, noticed that absence of training projects to meet the person's professional and scholarly necessities of the understudies eventually prompts dropout while a superfluous, complicated, unbending and clogged educational program puts students off and inclines them to exiting. Rendell (2009) likewise saw that utilization of unacceptable showing techniques, special treatment of students and substantial discipline urge understudies to exit school. This position is upheld by FAWE (2010) that contend against the utilization of substantial discipline through acts, for example, beatings that create dread and hurt students sincerely henceforth adding to dropout. A concentrate by Kimeu, (2015) because of informative elements on scholarly execution in Secondary schools in Makueni County, Kenya, set up that the educational assets, educational initiative practices and informative oversight impacted understudy execution and consequently horrible showing impact dropout rates.

Thiruaine, K. (2016) found that indiscipline adds to student dropout to a bigger degree in a review concentrating on the reasons of understudy dropout rates in state funded schools in Imenti North Sub-County, Meru County. She proposed that head educators carry out instruction and advising projects to teach understudies and the local area about the worth of training for the future. The effect of school ecological components on understudy dropout rates in open elementary schools in Kuresoi South Sub County will be examined in this review. Oghuvbu (2011) led a review in Nigeria that checked out the capacity of managers in the execution of the elementary school educational program and secured that their position as viable school controllers should include informative oversight and regular studios for head educators and teachers. In Cameroon, Sullivau and Glanz (2000a, 2000b) tracked down that lacking oversight of guidance by head educators prompts a ton of laxity among instructors in the workplace, which regularly brings about horrible showing from students during assessments, which can prompt low confidence and school dropouts. As indicated by an Oxfam review from 2003, 37.3 percent of kids in Nairobi's Kibera area were not in school, and the greater part (70%) of the individuals who were in school were in non-formal settings. The study likewise showed that the entrance issue was exacerbated by the way that almost no new schools had been set up in Kibera in the past fifteen years, in spite of the city's huge populace.

As indicated by the Ministry of Education and Sports (2001), rising neediness levels have left many guardians and networks incapable to pay for their youngsters' schooling.

Subsequently, numerous understudies are either unfit to go to the everyday schedule exited. As per an overview performed by the Organization for Economic Co-activity and Development (OECD, 2011), a few countries have gained incredible headway in essential

instruction access, as shown by higher enrolment rates and lower dropout rates. In 2009, all OECD and G20 countries had enrolment rates of above 90% for kids aged 4 to 14, except for Chile, Poland, the Russian Federation, and Turkey, which had higher (more than 95%) rates. According to a UNESCO report from 2010, Bangladesh's elementary school completion rate has kept up with around 60% since 2000.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter covers data analysis, interpretation and presentation of the findings. It includes response rate, as well as descriptive statistic for each individual objectives of the study.

4.2 Response rate

Table 4.1

Response rate

		Frequency	Percent
Valid	Received responses	161	71
	Unreturned Responses	63	29
Total		224	100.0

From the study, 224 questionnaires were administered to respondents 161 were successfully filled and returned which translated to a response rate of 71 % .As shown in table 4.1. A response rate of 70% and above is considered adequate for generalization in literature, (Mugenda, 2010).

4.3 Background Information

The background information entails, gender of the respondents, age and years in the teaching profession among others.

4.3.1 Gender of the Respondents

The researcher sought to find out the views of different gender interviewed. The findings the class teachers are as indicated in table 4.2

Table 4.2: Gender of the Respondents

Table 4.2

Gender of the Respondents

		Frequency	Percent
Valid	Male	55	34.2
	Female	106	65.8
Total		161	100.0

From the table 4.2 majorities of the respondents (65.8) were Females and (34.2%) males. This shows that most teachers in Kuresoi were Female; however there are a sufficient number of males who are also teaching at Kuresoi South sub-county. The gender of the respondents assisted the researcher to try and have an equal view of both males and females gender on their perspective on the influence of management of school environmental factors on dropout rates in public primary school. This was useful because the researcher was able to get the full view of both genders which minimizes biasness.

4.3.2 Age of Respondents

The researcher further sought to find out the age of the respondents in primary schools at Kuresoi Sub-County. The information gathered is shown in table 4.3

Table 4.3: Age of Respondents

Age of Respondents

		Frequency	Percent
Valid	between 26-30 years	7	4.3
	between 31-40 years	65	40.4
	between 41-50 years	52	32.3
	between 51- 60 years	37	27.3
Total		161	100.0

The researcher established that 4.3% of the respondents were 26 to 30 years, 40.4% aged 31 to 40years, 32.3% between 41 and50 years, 27.3% were at an advanced age of between

51 and 60 years and none was above 60 years. The researcher therefore observed that majority of the respondents were middle aged. Teaching is a labor intensive endeavor and hence would require productive labor for an optimum outcome. These results also suggest that teachers retire their workers at 60 years as none of the respondents were 60 years and above. The age factor assisted the researcher to ascertain the level of response as the more the age of the teachers the more knowledgeable in the teaching profession and hence give right view.

4.3.3 Duration as a teacher

The researcher further sought to find out the duration the respondents had taken as class teachers in schools at Kuresoi Sub-County. As in table 4.4

Table 4.4:

Experience gained as teacher

		Frequency	Percent
Valid	between 1-5 years	4	2.5
	between 6-9 years	71	44.1
	between 10-14 years	74	46.0
	over 15 years	12	7.5
Total		161	100.0

The researcher established that 2.5% of the respondents had been teaching for between 1-5 years, 44.1% had been teaching for between 6-9 years, 46.0% had been teaching for between 10-14 years, 7.5% had been teaching for over 15 years. The researcher therefore observed that majority of the respondents had taught for over five years. These results also suggest that majority of the respondents had a rich knowledge on matter of education as they had taught for a number of years and therefore their feedback were reliable. This was essential as it established the response of more experienced teachers.

4.3.4 Enrolment and drop out data

The researcher sought to find out from the respondents interviewed the rate of boys and girls who dropped out of school. The findings are as indicated in table 4.5

Table 4.5:

Enrolment and drop out data

		Frequency	Percent
Valid	Boys	20	12.4
	Girls	141	87.6
	Total	161	100.0

From the table, 87.6% of girls were reported to have dropped out while only 12.4% of boys had dropped out. These shows that most school drop outs were common among girls; however there are a sufficient number of Boys are seemingly dropping out this was attributed by the fact that most of the boys become herders and small businesses owners such as motorcycle riders. The enrollment gap varies from the previous years in 2018 which was at 89% according to UNESCO(2002), on girls' school dropout

4.3.5 Duration as a teacher

The researcher further sought to find out the Duration as class teacher the respondents in school at Kuresoi Sub-County. As in table 4.6

Table 4.6:

Duration as class teacher

		Frequency	Percent
Valid	class 6	2	1.3
	class 7	120	75.0
	class 8	39	23.8
	Total	161	100.0

The researcher established that in table 4.6, 1.3% of the respondents had been teaching class six as a class teacher, 75.0% had been teaching class seven as a class teacher, 23.8% had been teaching class eight. The researcher therefore observed that majority of the respondents had taught class seven.

4.4 Descriptive Analysis

The study established descriptive statistics to explain the respondent's perceptions regarding the various study variables.

4.4.1 Influence of the school physical environment Management on pupil dropout rates.

The research sought to evaluate management of school physical environment as used to measure pupil drop outs in schools. The findings are as shown in the table 4.7

Table 4.7

Management of school physical environment

	N	Minimum	Maximum	Mean	Std. Deviation
Inadequate instruction materials (stationary, textbooks, chalk)	161	3	4	3.01	.079
Inadequate classrooms, furniture, latrines, libraries	161	4	4	4.00	.000
Lack of sanitary towels and water	161	4	5	4.02	.156
Valid N (listwise)	161				

The findings in table 4.7 provided evidence that management of school physical environment affects the pupil drop out in schools. This is revealed by (M=4.00; SD=

0.000) which suggests that Inadequate classrooms, furniture, latrines, libraries discouraged learners from coming school. (M=4.02; SD=0.156) which indicated that Lack of sanitary towels and water, finally the study also suggests that Inadequate instruction materials such as stationary, textbooks, chalk indicated by (M=3.01; SD=0.079) was also the reasons why pupils opted out of classes and finally dropping out.

4.4.2 School Social factors

The research sought to evaluate management of social factors as used to measure pupil drop outs in schools. The findings are as shown in the table 4.8

Table 4.8

Social factors influence pupil dropout rates in public primary

	N	Minim um	Maxim um	Mea n	Std. Deviation
Sexual harassment (pupils),	161	2	4	2.01	.158
Peer pressure	161	3	3	3.00	.000
Discourage/ridicule over age pupils	161	2	4	2.14	.506
Low levels of discipline	161	5	5	5.00	.000
Valid N (listwise)	161				

The findings in table 4.8 provided evidence that social factors influence the pupil drop out in schools. This is revealed by (M=5.00; SD= 0.000) which suggests that Low levels of discipline normally leads to pupils dropping out of school as some of them cannot cope up with the punishment being given to them for being undisciplined. (M=3.00; SD=0.000) which indicated that peer pressure was also a major, cause of pupils drop out as some were being tempted to drop out just like their peers, it was also evident that some of the pupils were discouraged/ridiculed about being over age by their fellow pupils this was indicated

by (M=2.01; SD=0.158) finally the study also suggests that sexual harassment from other pupils was also a major cause of dropping out of school. This is indicated by (M=3.01; SD=0.079) was also the reasons why pupils opted out of classes and finally dropping out.

4.4.3 Learning and teaching factors

The research sought to evaluate Learning and teaching factors as used to measure pupil drop outs in schools. The findings are as shown in the table 4.9

Table 4.9

Evaluate Learning and teaching

	N	Minimum	Maximum	Mean	Std. Deviation
a) Inappropriate teaching methods	161	3	3	3.00	.000
b) Negative attitude of teachers	160	2	3	2.62	.487
c) Gender bias	161	4	4	4.00	.000
d) Sexual harassment (teacher	161	1	1	1.00	.000
Valid N (listwise)	160				

The findings in table 4.9 provided evidence that evaluate Learning and teaching influence the pupil drop out in schools. This is revealed by (M=4.00; SD= 0.000) which suggests that gender bias normally leads to pupils dropping out of school as some of them are treated better than the others, for instances it was indicated that girls are normally sidelined as compare to their male counter parts. (M=3.00; SD=0.000) which indicated that inappropriate teaching methods was also a major, cause of pupils drop out as some of them felt that there were being taught irrelevant things as compared to what they expected, it was also evident that some of the pupils were receiving negative attitudes from the teachers this made them feel unwanted and hence they opted to drop out as indicated by (M=2.62; SD=0.487), finally the study also found out that there were sexual harassment

from the teachers which might have also caused drop out of pupils out of the school this is indicated by (M=1.00; SD=0.000) was also the reasons why pupils opted out of classes and finally dropping out in small extent.

4.4.4 School Instructional factors

The research sought to evaluate Instructional factors as used to measure pupil drop outs in schools. The findings are as shown in the table 4.10

Table 4.10

Instructional factors

	N	Minimu m	Maximu m	Mean	Std. Deviation
Shortage of teachers	161	4	4	4.00	.000
Examination grading	161	2	2	2.00	.000
Repeating a class	161	2	3	2.02	.136
Curricular which does not articulate vocational and intellectual needs of the learner	161	2	3	2.06	.230
Tendency to discourage/ridicule over age pupils	161	3	3	3.00	.000
Valid N (listwise)	161				

The findings in table 4.10 provided evidence that evaluate Instructional factors influence the pupil drop out in schools. This is revealed by (M=4.00; SD= 0.000) which suggests that shortage of teachers normally leads to pupils dropping out of school as some of them go to school and there are no teachers to teach them. (M=3.00; SD=0.000) which indicated that Tendency to discourage/ridicule over age pupils was also a major, cause of pupils drop out as some of them felt that there were being laughed at because of their age, it was

also evident that some of the pupils were being taught Curricular which does not have vocational and intellectual needs of the learner (M=2.06; SD=0.230), the study also suggests that repeating a class also was making pupils to drop out of school as some of them were being forced to repeat class this was indicated by (M=2.02; SD=0.136) finally the study also suggests that examination grading was also a major cause of dropping out of school as most pupils who did not perform well were embarrassed and hence they opted to drop out this is indicated by (M=2.00; SD=0.000) was also the reasons why pupils opted out of classes and finally dropping out.

4.4.5 School Management

The research sought to evaluate management of the school as used to measure pupil drop outs in schools. The findings are as shown in the table 4.11

Table 4. 11

Management

	N	Minimum	Maximum	Mean	Std. Deviation
Head teacher management style affects school drop out	159	2	3	2.99	.112
We have a good manager in our school	161	1	2	1.01	.079
We are normally given directions by the head teacher	161	1	2	1.01	.112
We believe that management should do more in order to curb drop outs.	161	3	3	3.00	.000
Valid N (list wise)	161				

The findings in table 4.11 provided evidence that evaluates School management influence on the pupil drop out in schools. This is revealed by (M=3.00; SD= 0.000) which suggests that management should do more in terms of counseling the pupils ,listening to the pupils and try to create a conducive learning environment in order to curb school dropping. (M=2.99; SD=0.112) which indicated that Head teacher management style affects school dropout this shows that the head teacher were not doing enough to avert the situations, it was also evident that majority of the schools lacked a good manger as most head teacher were clueless on the managerial aspect of the school this is indicated by (M=1.01; SD=0.079), the study also suggests that the respondents were not being given enough directions and coordination by the head teacher this was indicate by (M=1.01; SD=0.112) .

4.5 Head Teachers Information

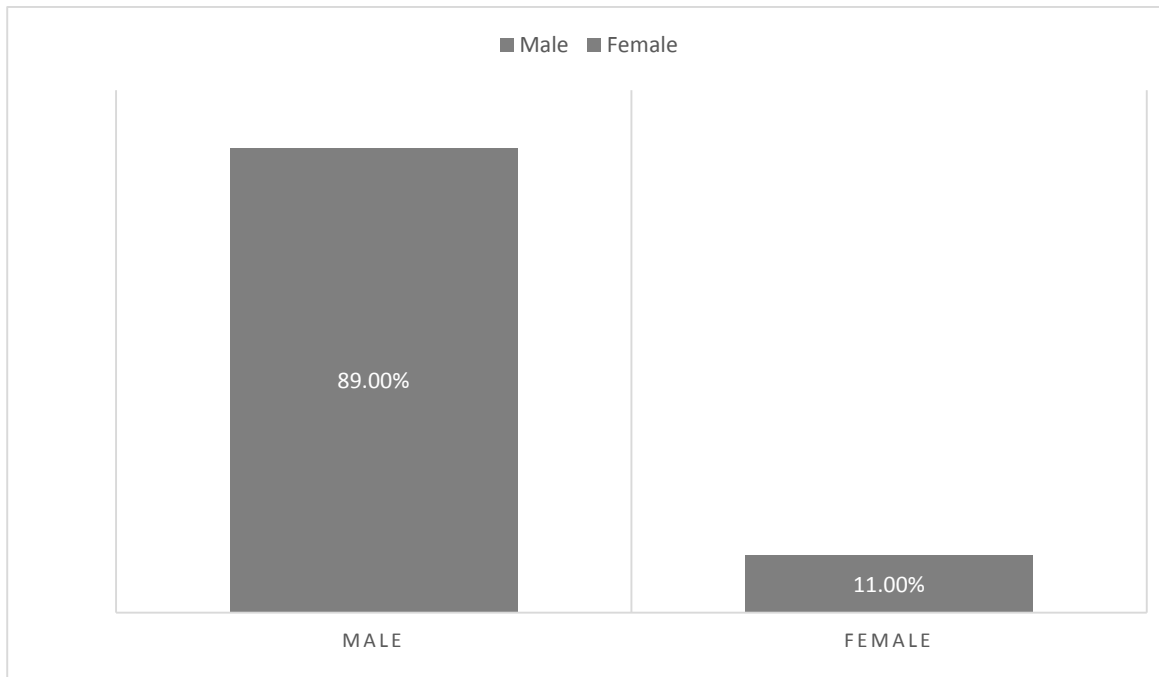
This section includes the information on head teachers and views on management of school environmental factors.

4.5.1 Gender of head teachers

Further, the head teachers were interviewed and enquired, Majority of the head teachers who were interviewed were Male as represented by 89% while female were 11.8% this shows that there was a significance majority of males in leadership as head teachers in schools in Kuresoi Sub County indicated in figure 4.1, the findings are in line with Joubish & Khurram (2010), which found out that most of the head teachers are actually Male

Figure 4. 1:

Gender of head teachers

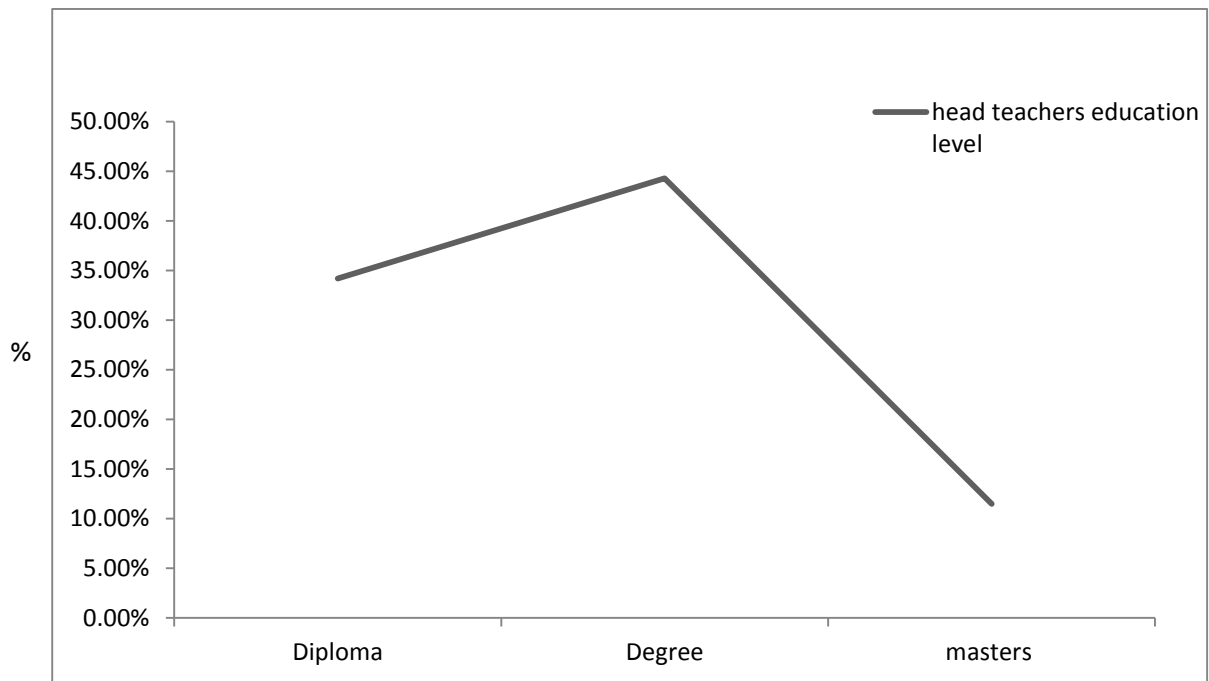


4.5.2 Head teachers academic level

The interviewer wanted to find out the academic levels of the head teacher from the interview it was evident that majority of the head teacher had degree at 44.3%, diploma at 34.2% while masters level were 11.5% this shows that majority of head teachers have at least acquired professional degree course indicated in figure 4.2

Figure 4. 2:

Head teachers academic level

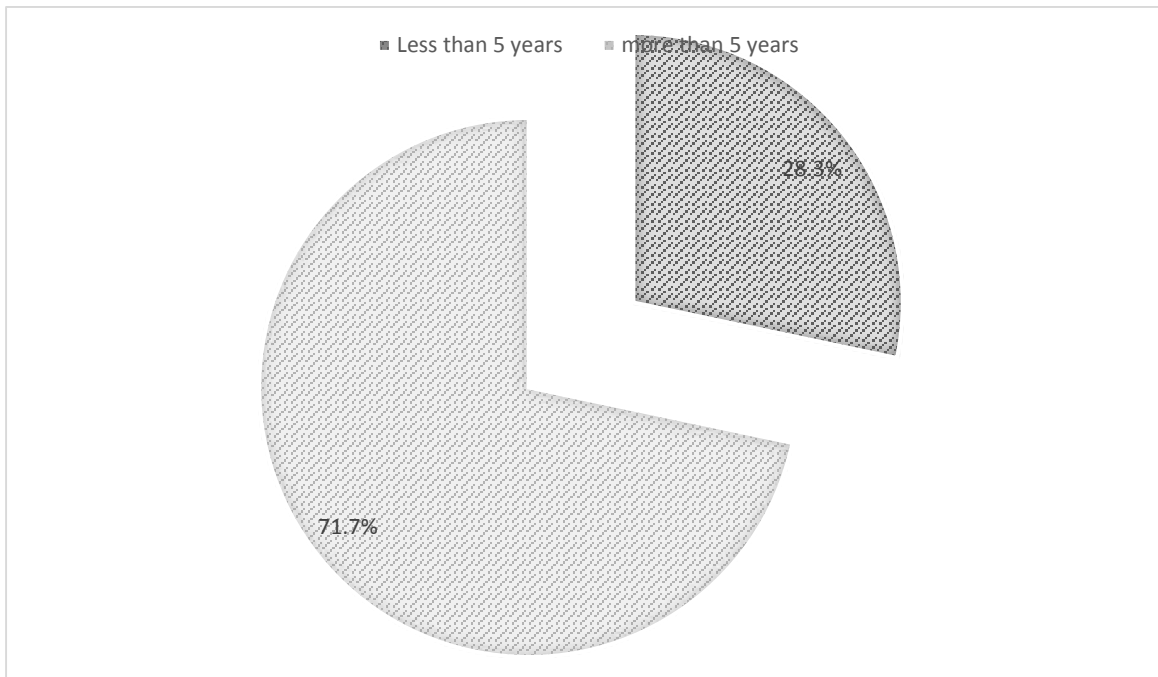


4.5.3 Duration as a head teacher at the school

The interviewer was interested in finding out how long the teachers had stayed in the particular school as a head teacher from the findings it was evident that most of the teachers had stayed for over 5 years represented by 71.7% while those who had stayed less than 5 years were 28.3% this indicates that most head teachers had understanding of their schools and therefore were in a position to give reliable, the findings corroborate with published report on Government of Kenya. (2005). feedback indicated figure4.3.

Figure 4. 3:

Duration as a head teacher at the school

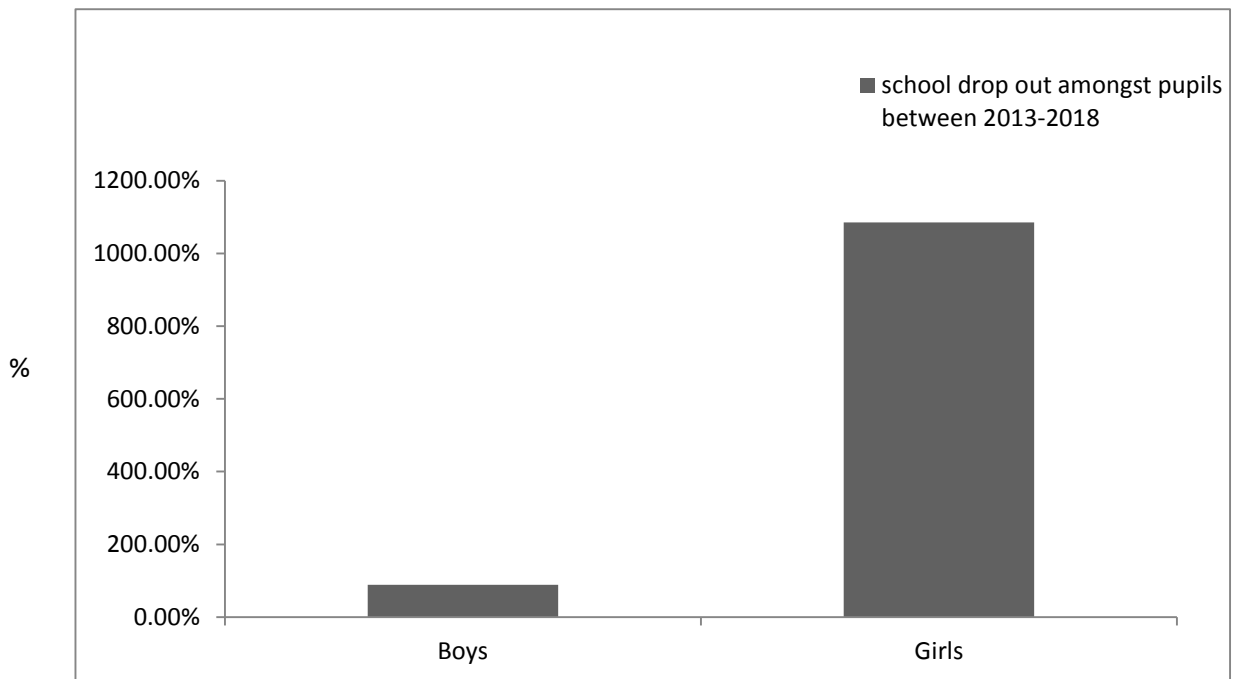


4.5.4 Drop Out Rates

The researcher through the interview shedule wanted to find out the trend of school drop out from 2013 to 2018 from the head teachers , it was evident from the interview that majority of those who had dropped out of school between 2013-2018 were girls 89.2%,but there was also asignificant drop amongs boys as indicated by 10.8% who were boys, the study brings a bout the school drop out amongst boys and girls, and it aslo gives us the platform on how to mitigate the causes of drop out in Primary schools. The findings are inline with the findings of ladner. (2014). as indicated in figure 4.4,

Figure 4. 4:

Dropout rates amongs puipils between(Girls and Boys) 2013-2018



4.5.5 School environmental factors

The school heads were asked what they were doing to address the management of environmental factors. Majority suggested that social environment could be improved by educating the learners and the public on importance of education. They also suggested that they would collaborate with the CDF to ensure that the destroyed classes had been built and the school supplied with enough learning materials thus improve the management of physical environment. The head teachers also acknowledged the importance of management courses to ensure that they have good management skills. Teachers interactions through seminars are encouraged to improve management of instructional, learning and teaching environment. The findings are in line with findings of Africa-America Institute (2015).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary of findings, conclusions and recommendations and further areas of research which is derived from data analysis.

5.2 Summary of the Findings

Majority of the respondents (34.2) were males and (65.8%) females. This shows that most positions were held by female; however, there are a sufficient number of males who are also in the teaching sector. The gender of the respondents assisted the researcher to try and have an equal view of both males and females gender on their perspective influence of management of school environmental factors on dropout rates in public primary schools.

The researcher established that 4.3% of the respondents were 26 to 30 years, 40.4% aged 31 to 40 years, 32.3% between 41 and 50 years, 27.3% were at an advanced age of between 51 and 60 years and none was above 60 years. The researcher therefore observed that majority of the respondents was middle aged. Teaching is a labor intensive endeavor and hence would require productive labor for an optimum outcome. These results also suggest that teachers retire their workers at 60 years as none of the respondents were 60 years and above.

The researcher established that 2.5% of the respondents had been teaching for between 1-5 years, 44.1% had been teaching for between 6-9 years, 46.0% had been teaching for between 10-14 years, 7.5% had been teaching for over 15 years. The researcher therefore observed that majority of the respondents had taught for over five years. These results also suggest that majority of the respondents had a rich knowledge in matter of education as they had taught for a number of years and therefore their feedback were reliable.

The researcher established that 1.3% of the respondents had been teaching class six, 75.0% had been teaching class seven, 23.8% had been teaching class eight. The researcher

therefore observed that majority of the respondents had taught class seven. These results also suggest that majority of the respondents had taught class seven where there are normally cases of drop out in primary school due to early marriages and class repetition. According to Morrison, (2010), he suggests that majority of the school dropout normally occur at class six and class seven.

5.2.1 Management of school physical environment

The findings provided evidence that management of school physical environment affects the pupil drop out in schools. This is revealed by (M=4.00; SD= 0.000) which suggests that Inadequate classrooms, furniture, latrines, libraries. (M=4.02; SD=0.156) which indicated that Lack of sanitary towels and water, finally the study also suggests that Inadequate instruction materials such as stationary, textbooks, chalk indicated by (M=3.01; SD=0.079) was also the reasons why pupils opted out of classes and finally dropping out of school as indicated by the study. This was supported by the findings of (UNESCO, 2002).

5.2.2 Management of social factors

The findings provided evidence that the management of social factors influence the pupil drop out in schools. This is revealed by (M=5.00; SD= 0.000) which suggests that low levels of discipline normally leads to pupils dropping out of school as some of them cannot cope up with the punishment being given to them for being undisciplined. The findings (M=3.00; SD=0.000) indicated that peer pressure was also a major, cause of pupils drop out as some were being tempted to drop just like their peers, it was also evident that some of the pupils were discourage/ridicule over age by their fellow pupils this was indicated by (M=2.01; SD=0.158). Finally, the study suggests that sexual harassment from other pupils was also a major cause of dropping out of school which was indicated by (M=3.01; SD=0.079), this was supported by the findings of Rumberger (2004).

5.2.3 Management of Learning and teaching

The findings provided evidence that evaluate Learning and teaching influence the pupil drop out in schools. This is revealed by (M=4.00; SD= 0.000) which suggests that gender bias normally leads to pupils dropping out of school as some of them are treated better than the rest of the pupils, for instances it was indicated that girls are normally sideline as compare to boys. (M=3.00; SD=0.000) which indicated that Inappropriate teaching methods was also a major, cause of pupils drop out as some of them felt that they were being taught irrelevant things as compared to what they expected, it was also evident that some of the pupils were receiving negative attitude from the teachers this made them feel unwanted and hence they opted to drop out was indicated by (M=2.62; SD=0.487) finally the study also suggests that sexual harassment from the teachers was also a major cause of dropping out of school as most female pupils had been impregnated and because of the shame they opted to drop out this is indicated by (M=1.00; SD=0.000) was also the reasons why pupils opted out of classes and finally dropping out. This findings are in line with the findings of Rendell (2009).

5.2.4 Instructional factors

The findings provided evidence that evaluate the management of instructional factors that influence the pupil drop out in schools. This is revealed by (M=4.00; SD= 0.000) which suggests that short of teachers normally leads to pupils dropping out of school as some of them go to school and there are no teachers to teach them. The findings (M=3.00; SD=0.000) indicated that tendency to discourage/ridicule over age pupils was also a major cause of pupils drop out as some of them felt that there were being laughed at because of their age. It was also evident that some of the pupils were being taught curricular which does not have vocational and intellectual needs of the learner (M=2.06; SD=0.230), the study also suggests that repeating a class also was making pupils to drop out of school as

some of them were being forced to repeat class this was indicated by (M=2.02; SD=0.136) finally the study also suggests that examination grading was also a major cause of dropping out of school as most pupils who did not perform well were ashamed and hence they opted to drop out this is indicated by (M=2.00; SD=0.000) was also the reasons why pupils opted out of classes and finally dropping out. The findings are in line with the findings of Savoury (2009).

5.2.5 School management

The findings provided evidence that evaluate school management which influence the pupil drop out in schools. This is revealed by (M=3.00; SD= 0.000) which suggests that management should do more in terms of counseling the pupils, listening to the pupils and try to create a conducive learning environment in order to curb school dropping. (M=2.99; SD=0.112) which indicated that head teacher management style affects school dropout this shows that the head teacher were not doing enough to avert the situations, it was also evident that majority of the schools lacked a good manager as most head teacher were clueless on the managerial aspect of the school this is indicated by (M=1.01; SD=0.079), the study also suggests that the respondents were not being given enough directions and coordination by the head teacher this was indicated by (M=1.01; SD=0.112) .

Further, the head teachers were interviewed, majority of them were male as represented by 58.2% while female were 11.8%. This shows the significance number of females in leadership as head teachers in schools in Kuresoi Sub County is not true. See previous comment on the same in chapter 4

The interviewer wanted to find out the academic levels of the head teacher from the interview it was evident that majority of the head teacher had degree at 44.3%, diploma at 34.2% while masters level were 11.5% this shows that majority of head teachers have at least acquired professional degree course.

The interviewer was interested in finding out how long the teachers had stayed in the particular school as a head teacher from the findings it was evident that most of the teachers had stayed for over 5 years represented by 71.7% while those who had stayed less than 5 years were 28.3% this indicates that most head teachers had understanding of their schools and therefore were in a position to give reliable feedback.

The researcher through the interview schedule wanted to find out the trend of school drop out from 2013 to 2018 from the head teachers, it was evident from the interview that majority of those who had dropped out of school between 2013-2018 were girls 89.2%, but there was also a significant drop among boys as indicated by 10.8% who were boys.

The school heads were asked what they were doing to address the environmental factors, majority suggested that they would try and educate the pupils on issues such as importance of learning and avoiding pregnancies while on school, they also suggested that they would collaborate with the CDF to ensure that the dilapidated classes had been built and the school supplied with enough learning materials, the head teachers also acknowledged the importance of management skills in school as majority suggested that they should be provided with management courses to ensure that they have good management skills.

5.3 Conclusions of the Study

The management of school physical, social, instructional, learning and teaching environment are vital factors of learning in a school.

5.3.1 Management of school physical environment

The study concludes that management of school physical environment influences the pupil drop out as it was evident that most of schools had inadequate classrooms, furniture, and latrines as shown by the sub-variables.

5.3.2 Management of social factors

The study concludes that social factors influence the pupils to drop out of schools this was evident due to peer pressure as it had made most pupils to quit.

5.3.3 Management of Learning and teaching

The study concludes that the management of learning and teaching influence the pupil drops out in schools. It was evident that some of the pupils were receiving negative attitude from the teachers this made them feel unwanted and hence they opted to drop out.

5.3.4 Instructional factors

The study concludes that evaluate Instructional factors influence the pupil drop out in schools, this was evident due the fact that some schools had shortage of teachers.

5.4 Recommendations

Management of school physical environment

The study recommends that the school physical environment should be bettered through building of school infrastructure so that pupils would have a conducive learning environment.

Management of social factors

The study recommends that pupils should be counseled whenever possible to avert the danger of peer pressure which was majorly making them to drop out of school.

Management of Learning and teaching

The study recommends that the teachers should be trained on how to manage the students at treat them equally regardless of their capability in class.

Instructional factors

The study recommends that the schools should look for Ways of mitigating the pupils drop out especially in class six and seven as it was shown in the study that majority of the pupils dropped in those classes.

5.5 Suggestions for further studies

The study did not exhaust all reasons for pupil's dropout in Kuresoi Sub County. Suggested research could also be undertaken on other contexts and methodologies not applied here for example a panel study of dropout can be carried out since this study only took specific measures of dropout at a point in time.

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APPENDICES

APPENDIX I: LETTER TO RESPONDENTS

KENYA METHODIST UNIVERSITY

P.O BOX 267-60200

MERU, Kenya

TO WHOM IT MAY CONCERN

RE: REQUEST FOR RESEARCH DATA

I am Cherotich Langat, a Masters student at Kenya Methodist University. I am currently undertaking a research titled; *Management of Environmental Factors on Pupil Dropout Rates in Public Primary Schools in Kuresoi South Sub-County, Kenya*, as part of the course work. I believe you have information that can contribute significantly towards the success of the study. I am therefore kindly requesting you to participate in the study by filling this questionnaire. May I assure you any information given will be used for the purposes of this research only and will be treated with utmost confidentiality? In case you wish to withdraw from participating in this study, you are free to do so.

Sincerely yours

M.C Langat

APPENDIX II: TEACHERS QUESTIONNAIRE (CTQ)

School code

Instructions

- i. Do not write your name or that of your school on the questionnaire.
- ii. Indicate the selected responses by placing a tick (✓) in the appropriate cell/box/provide the answer to a question in the given space

Section A: Bio-Data

1. Gender Male () Female ()
2. Age in Years
3. You are the in-charge of which class
4. Duration as a class teacher in the school

Section B. Dropouts in the class

1. Please provide the following class enrolment and dropout data

Year	Numbers enrolled		Numbers dropped out	
	Boys	Girls	Boys	Girls
2017				
2018				

Section C: School Environmental Factors

Indicate the extent to which the improvement of the management of school environmental factors to curb school dropout rates. Use the given scale

Scale: No Extent (NE), Very Little Extent (VLE), Little Extent (LE), Moderate Extent (ME), Large Extent (LAE)

Statement	LAE	ME	LE	VLE	NE
1.School physical environment					
e) Inadequate instruction materials (stationary, textbooks, chalk)					
f) Inadequate classrooms, furniture, latrines, libraries					
g) Lack of sanitary towels.....water					
2. Social factors					
h) Sexual harassment (pupils,					
i) Peer pressure					
j) Discourage/ridicule over age pupils					
k) Low levels of discipline					
3 Learning and teaching factors					
l) Inappropriate teaching methods					
m) Negative attitude of teachers					
n) Gender bias					
o) Sexual harassment (teacher					
4 Instructional factors					
p) Shortage of teachers					
q) Examination grading					
r) Repeating a class					
s) Curricular which does not vocational and intellectual needs of the learner					
t) Tendency to discourage/ridicule over age pupils					
5 Management					
u) Head teacher management style affects school drop out					

v) We have a good manager in our school					
w) We are normally given directions by the head teacher					
x) We believe that management should do more in order to curb school dropping.					

1. Give utmost two suggestions that can be used to improve school environmental factors to curb pupil dropout rates.....
.....

Thank you for your time

APPENDIX III: BUDGET

Item	Unit Cost (Ksh.)	Quantity/Duration	Total Cost (Ksh.)
Proposal preparation			
Internet services during literature search	1/= per minute	6000 minutes	6,000/=
Typesetting and printing proposal	30/= a page	80 pages	240/=
Photocopying proposal	160/= per copy	6 copies	960/=
	Subtotal		7,200/=
Piloting			
Photocopying pilot tools	1000	3 days	3000
Travelling	1000 /	3days	3000
Subsistence		Total	6000
Research Permit			
Transport to Nairobi and back	2,000/=		2,000/=
Subsistence	2000/= per day	2 days	4,000/=
Permit fee	1,000/=		1,000/=
	Subtotal		7,000/=
Data collection			
Photocopying questionnaires	12/=per unit	320 pieces	3,840/=
Photocopying interview schedules	5/=per unit	92 pieces	460/=
Travelling researcher	500/= per day	20 days	10,000/=
Subsistence	1000/= per day	20 days	20,000/=
	Subtotal		34,305/=
Thesis preparation			
Data analysis	Computer services 1000/= per day	10 days @ 1000/= a day	10,000/=
Typing and printing thesis	30 per page	120 pages	3,600/=
Photocopying thesis	240/= a piece	8 pieces	1,920/=
Binding	500/= a piece	8 pieces	4,000/=

	Sub total		20,520/=
Publishing papers			
Paper publication	25, 000/=	2 pieces	50,000/=
		Total	69,735/=
Miscellaneous		10%	15,073/50
Grand Total			165, 591/=

Source of funds: Self