An Assesment of Dropout Rates of Pupils in Public Primary Schools in Kubo Division of Kwale County, Kenya

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Abstract

Dropout in schools is a common challenge in the entire world. In the developing countries, the challenge seems to be more severe compared to the developed ones. In Kwale County, dropout rates have not been clearly established. The purpose of the study was to determine dropout rates, in public primary schools in Kubo division. The study was quantitative in nature and employed an ex post facto research design. The study population was 12,245 pupils. Saturated sampling technique was used to select the whole population to make the sample of the study. Questionnaires were used to collect data. To ensure that the instruments were reliable, a pilot study was conducted. Quantitative data from questionnaire was analysed using descriptive statistics in form of means and percentages. The study established that, average dropout rate of 10.33% between class seven and eight was the lowest. Average dropout rate was highest between class six and seven with a rate of 22.16%. Generally the rates tended to increase from class one to six after which they dropped sharply. Recommendation in light of the study was that school authorities should investigate further the specific factors that contribute to the increasing trend in school dropout between classes one and six and more specifically between classes six and seven. The study will enable educational administrators to assign accurate measures to facilitate the reduction of dropout rate in public primary school in Kubo division and to some extent the entire Kwale County.

Keywords: Assessment, Dropout Rate, Kubo Division

1. Introduction

Education is the foundation of success at the individual level and the basis national prosperity. Kenya needs an educated work force to exploit and fully utilize the country's economic potential.

The principal institutional mechanism for developing human capital is the formal education system of primary, secondary and tertiary training (Gay 1987). The role of education therefore, is not just to impact knowledge and skills that enable beneficiaries to function as economies and social change agents in society, but also to impact values, ideas, attitudes and aspirations important for natural development. Since education is an investment, there is a significant positive correlation between education and social - economic productivity. When people are educated their standards of living are likely to improve.

The Kenyan government came up with the tuition free secondary education policy in 2008 after the free primary education in 2003. This was to meet the rising demand and increasing access to secondary schools and beyond. The goal is not only to increase equitable access, but also improve on the quality of the education offered. However, besides the positive gains made with the introduction of free primary education policy such as increased enrolment, the sector is still facing challenges of school dropouts.

The challenge of dropout is a common one in the entire world. In the developing countries, the challenge seems to be more severe compared to the developed countries.

Table 1.1 gives a detailed description of dropout trends in the world generally, developed countries, less developed countries and the Sub-Saharan Africa.

Table1. Dropout rates by grade in primary education in percentage for the school year ending 2008

Region	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	All Grades
World	2.1	1.2	1.2	1.6	1.1	8%
Developed countries	0.6	0.3	0.2	0.1	0	2%
Less Developed countries	4.3	2	3.2	2.8	2.5	22%
Sub- Saharan Africa	10.4	4.5	6.2	6.6	6.4	37%

Source: UNESCO Institute for Statistics database (UIS, 2010)

Table 1 show that, the world's grade dropout rate for all grades is 8 percent. Grade five has the lowest grade dropout rate of 1.1 percent. Grade one has the highest rate of 2.1 percent. Grade dropout rate for all grades in developed countries is 2 percent. The rates tend to decline from 0.6 percent in grade one to zero percent in grade

five. In the less developed countries, the grade dropout rate for all grades is 22 percent. Highest rate of 4.3 percent is in grade one while grade two has a rate of 2 percent which is the lowest. Sub-Saharan Africa has the highest grade dropout rate. The rate for all grades is 37%. Grade one has the highest rate of 10.4% while a rate of 4.5 percent in grade two is the lowest.

According to the District Education Officer Kwale, grade dropout rates with regard to primary education have not been clearly established. The absence of data in Kwale County on grade dropout rate with regard to primary education necessitated an examination of these rates through a study.

The purpose of the study was to therefore to examine grade dropout rates in public primary schools in Kubo division of Kwale County in Kenya. The specific objective of the study was to establish pupil dropout rates in public primary schools for the period between 2003 and 2010 in Kubo division.

2. Research Methodology

The study was quantitative in nature and used an ex post facto research design. In ex post facto research design, the researcher has no direct control over the independent variables since their manifestation have already occurred (Kerlinger, 1973). The study population comprised 12245 pupils. Saturated sampling technique was used to select the whole population to make the sample for the study. Questionnaires were used to collect data. To ensure that the instruments were reliable, a pilot study was conducted.

Quantitative data from questionnaire was analysed using descriptive statistics in form of means and percentages. The method that was used to analyse dropout rate was that developed by UNESCO (1972 a) as follows:

Dropout Rate

$$GDR = \frac{N_t^k - \left[\left(N_{t+1}^{k+1} - R_{t+2}^{k+1}\right) + R_{t+1}^k\right]}{N_t^k}$$

Where:
N = Total Enrolment
k = Same Grade
t =   Current Year
k +1 = Subsequent Grade
t + 1 = Subsequent Year
R = Number Repeaters
GDR = Grade Dropout Rate

R_{t+1}^k - Number of repeaters in the following year (t+1) and within

      the same grade (k)

N_t^k - Enrolment in the previous year (t) and within the same grade (k)

3.   Results and Discussion

The research question the study sought to answer was "What are the pupils' dropout rates in public primary schools for the period between 2003 and 2010 in Kubo Division? The rates were calculated from the enrolment data shown in Table 2 and presented as Table 3.

Table 2: Data on Enrolment (N) and Repetition (R) in Public Primary Schools in Kubo Division for the period between 2003 and 2010

Year	N/R	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
2003	N	2573	2583	2606	2617	2649	2689	2437	2701
	R	490	398	506	444	512	524	557	469
2004	N	2405	2236	2193	2184	2136	2157	2107	2222
	R	295	308	334	323	293	333	376	470
2005	N	2464	2088	1909	1823	1792	1783	1711	1937
	R	231	226	239	247	264	305	373	473
2006	N	2399	2169	1715	1638	1513	1513	1413	1567
	R	256	284	287	300	310	310	412	479
2007	N	2571	2129	1915	1519	1373	1279	1187	1337
	R	272	250	271	259	282	331	387	462
2008	N	2471	2277	1837	1661	1277	1140	1075	1118
	R	283	273	276	287	296	319	367	413
2009	N	2402	2175	1969	1588	1365	1087	956	1002
	R	258	284	282	271	232	245	248	294
2010	N	2389	2015	1901	1649	1325	1155	870	941
	R	262	240	213	203	182	203	207	220

From Table 2, Grade Dropout Rates (GDP) were calculated as illustrated below:

Example 1:

Grade dropout rate between class two and three in 2006

$$GDR = \frac{2088 - \left[(1715 + 287) + 284\right]}{2088}$$

$$GDR = \frac{2088 - \left[1428 + 284\right]}{2088}$$

$$GDR = \frac{2088 - 1716}{2088}$$

$$GDR = \frac{376}{2088} = 0.1801$$

Example 2:

Weighted Average Dropout Rate (W.A.D.R) for between Class three and four:

W.A.D.R=

$$\frac{Sum\ of\ all\ Dropout\ Rates\ for\ all\ the\ Years\ between\ two\ concective\ give\ Grade}{Total\ number\ of\ Years\ Partaining\ to\ the\ Grades}$$

$$W.A.D.R. = \frac{(0.1577 + 0.1724 + 0.1488 + 0.1073 + 0.1384 + 0.1296 + 0.1574)}{7}$$

$$W.A.D.R. = \frac{1.0115}{7} = 0.1445$$

The procedures were repeated for the other grades and years and the results presented as shown in Table 3

Table 3: Dropout Rates of Pupils in Public Primary Schools in Kubo Division for the period between 2003 and 2010

Year	1&2	2&3	3&4	4&5	5&6	6&7	7&8
2004	0.136	0.161	0.157	0.172	0.200	0.232	0.126
2005	0.129	0.152	0.172	0.187	0.184	0.238	0.128
2006	0.131	0.180	0.149	0.176	0.156	0.265	0.123
2007	0.103	0.127	0.107	0.176	0.187	0.251	0.108
2008	0.111	0.913	0.138	0.165	0.18	0.197	0.097
2009	0.130	0.134	0.130	0.155	0.159	0.164	0.111
2010	0.152	0.114	0.157	0.152	0.1692	0.2033	0.0293
W.A.D.R	0.1276	0.1438	0.1445	0.169	0.1775	0.2216	0.1033

From Table 3, it was observed, average dropout rates gradually increased from class one to class seven, that is,

from 12.76 % to 22.16% respectively. The dropout rate for between classes seven and eight of 10.33% was lowest. The highest rate of 22.16% was between classes six and seven.

4.   Conclusion and Recommendation

Dropout rates gradually increased from classes one to six. However, dropout rates tended to reduce in classes seven and eight. In the light of the findings of the study, it was recommended that, the Area Education Officer, primary school administrators in Kubo division and other relevant stakeholders should deal with the issues of high rates of dropout between class six and seven and that school authorities should investigate further the specific factors that contribute to the increasing trend in dropout of pupils in public primary schools. The study will enable educational administrators to assign accurate measures to facilitate the reduction of dropout rates in public primary school in Kubo division and generally the entire Kwale County.

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