HOME AND SCHOOL DETERMINANTS OF SCHOOL DROPOUTS IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN LAIKIPIA COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER IN EDUCATION OF KENYATTA UNIVERSITY

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DECLARATION

I declare that this project is my original work and has not been presented for a degree in any other university or any other institution of higher learning for certification. This research project has been complemented by referenced sources duly acknowledged where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet. These are specifically accredited references cited in accordance with anti-plagiarism regulation.

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DEDICATION

This work is dedicated to my parents and family who worked to educate me and ensured that I stayed at school at all costs.

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First of all, I want to thank God Almighty for giving me the power and grace to take this course.

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ABBREVIATION / ACRONYMS

KCSE   Kenya Certificate of Secondary Education

KNEC   Kenya National Examination Council

MOEVT   Ministry of Education and Vocational Training

SCDE   Sub County Director of Education

SPSS   Statistical Package for Social Sciences

ABSTRACT

Education participation is a crucial factor impacting the life chances of everyone globally. Despite the investment on education by the government, Kenyan schools are still experiencing dropout. This study was undertaken mainly to investigate the home and school determinants of school dropout rates in mixed day secondary schools in Laikipia East Sub-County, Laikipia County. The specific objectives of the study were to investigate: the direct home- based factor determining the school dropout rates; the indirect home- based factors determining the school drop outs rates; the direct school- based factors determining the school drop outs rates; and the indirect school- based factors determining the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county. The study was based on Maslow's theory of human motivation. This study employed descriptive survey design, where independent variables were home and school determinants of school dropout rates. The intervening variable was government intervention whereas the dependent variable was the school dropout rate. The target population for this study involved students who dropped out of school, from all 15 mixed day secondary schools in Laikipia East Sub-County- Laikipia County between 2013 and 2017. The study applied snow balling and accidental sampling technique to sample the school dropouts. For the school dropout students, ten percent (217) of the target population of 2166 was selected. The researcher adopted the questionnaire as the primary instrument of data elicitation from school dropout and key informants who comprised principals and teacher counsellors. Observation method was the secondary elicitation method. The researcher pre-tested the questionnaires using 2 teachers, 2 principals and 10 school dropout from two of the secondary schools in Laikipia Central Sub-County which were randomly sampled. The researcher reviewed the data for the completeness of the questionnaires after completing the data collection and before embarking on compiling and coding the data. Coding was carried out to make data reduction feasible and manageable for analysis by using numerical values. The data was coded and entered into the Microsoft Excel Spreadsheet and transferred for analysis to the Statistical Software for Social Scientists (SPSS). Simple frequencies, percentages, and means were used to tabulate and interpret the quantitative data. Qualitative data derived from open-ended questions were evaluated on the basis of the research goals and research questions and inferences and conclusions were drawn afterwards. Using frequency distribution tables and percentages, the results were then presented. The study found that direct home determinants are preoccupation of parents and guardians, impact of distance of school from home, and family size of school dropouts. The study concluded that the fear for failure in exams recurrently, cost implication, and teachers 'characteristics including professional qualification and experience were the major determinants of school dropout. It was recommended in the study that the Ministry of Education should ensure that there are adequate day schools to ensure that students do not walk over long distances to get to school. The teacher counsellor should be relieved of their teaching duties and should preferably be the school chaplain. The study further recommended that all day secondary schools to be fully developed, equipped and given enough personnel.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1   Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, research limitations and delimitations, assumptions, theoretical framework and conceptual framework.

1.2   Background to the Study

A key factor affecting the life chances of all inclusive people is engagement in education. Article 13 of the 1966 International Covenant on Economic, Social and Cultural Rights of the United Nations recognizes that everyone has the luxury of training. More elevated levels of instructive accomplishment in any social intervention, they are aligned with better wages and advance assistance in enhancing job opportunities. A research by Rumberger (2011), based in the United States of America on California dropout showed that many schools were faced a dropout problem. Four years later, about one-quarter of all students entering ninth grade are unable to earn a diploma. The attendance rate, as shown by the U.S. Department of Education (2012), offers the normal level of learners going to school every day of the year. It also demonstrates the state's normal participation rate and reflects on how schools stack up. The report shows that in the United States, most schools have high participation rates. In this way, if the participation rate of the school is below the national standard, the school may face challenges in getting students to go to school consistently.

In 2008 at Arizona State University, a study by the Rodel Group Scholars that tracked understudies from kindergarten through high school found that dropout designs were related to poor participation, beginning in kindergarten. They found that social contrasts between the people who graduate and the people who drop out are evident as right on time as kindergarten, with dropouts missing a normal of 124 days by eighth grade (Cabus, Sofie and Witte, 2013). If an enormous amount of understudies are lacking every now and then, it is difficult for the instructor and the class to produce their skills and progress. Normal participation is therefore important as understudies are bound to prevail in scholastic interests when they reliably go to classes.

While parents and students will in general underline that school-related factors as the primary driver, staff in training purviews and educators will in general accept that parental perspectives and the home condition are increasingly compelling. Tinto and Pusser (2006) concentrated on a few different ways of decreasing dropouts of understudies in optional schools around the world. These incorporate production of a compelling direction experience, expanding individual correspondence with counsel to understudies, giving early discovery and mediation to understudies in danger, upgrading the nature of the learning experience, and expanding understudy commitment and nature of the school understanding.

As indicated by Reid (2008), parental-overlooked non-attendance and inability to acknowledge their legitimate obligations, poor parental consideration, mentalities towards schools; just as disposition among schools and guardians, these are a proportion of the reasons for dropping out of education. Reid (2008) also claims

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that schools have also been added to dropout levels due to inadequate education and inconsistency in coping with non-attendance between and within schools. The study shows weakness in government especially leniency in application of law, unsuitable curriculum which does not address the needs of learners and inequality in resource distribution. Biddle et al. (2004) discovered that harassing, peer pressure; 'cool' to play hooky, absence of career yearnings and low confidence are a portion of the reasons for school drop outs among learners. They further discovered that training purviews, for example, inconsistence strategies and practices of neighborhood schools and instruction government assistance administrations, conflicting referral approaches among schools, contrasts among ward and schools' arrangement report on participation, poor between organization rehearses and confounded job of social administrations adds to class dropout the need for a procedure to decrease the school dropout rate.

School dropouts in Africa are attributed to multiple causes, including early relationships, female genital mutilation, indiscipline, and early pregnancy, among various problems. In Ghana, for example, techniques were developed to ensure better maintenance of schools however they neglected to reserve explicit strategies to address these rising experiences into the issue of drop out (Akyeampong, Djangmah, Oduro, Seidu & Hunt, 2007). Schools have tried to improve on retention of learners in schools though much needs to be done. As per Ministry of Education and Vocational Training (2009) approach report, the presentation of capitation has urged a few dropouts to re-select, where a fifth out of younger students enlisted back to class because of this arrangement. In those zones where

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the school taking care of program has been presented, there is proof that dropout has likewise diminished (MOEVT, 2009).

Research by Molosiwa and Moswela (2012) on the dropout of girls' pupils in Botswana's secondary schools shows that school girls' pregnancy is a universal emergency that affects the financial assistance of nations, social orders and families at large by the government. This is because it is one of, if not the main, causes of school dropout for female students.

Oliha and Audo (2014) also investigated the reasons for dropping out of school among high school students in the state of Edo. Their results found that dropping out of school was induced by the general public's indiscipline, destitution, actions, passionate issues and negative estimates. The reasons for dropping out of school are lack of interest in classes, emotional issues, school risk, truancy, bad grades, lack of parental association and lack of school expenses.

As indicated by Kyalo (2013) there is some proof that when educators adopt an increasingly proactive strategy to the issue of poor participation and dropout, this can improve the circumstance. He uncovered that a couple of educators in certain schools are touchy to the issue of dropout and can mediate to forestall it and empower maintenance. They have accomplished this by distinguishing learners the probability of dropping out and taking care of the elements that lead to the possibility of dropping out, for example, giving composing material and through direction and guiding administrations that give public activity abilities and scholarly advice.

In Kenya, various studies have been documented related to factors determining secondary school dropout. Wabuti (2014) investigated factors affecting the dropout rates of girls in Mumias public schools and the results showed that the major factors of dropout among girls were poor performance, repeating classes and absenteeism. However, this study was based on primary schools leading to a gap of whether secondary schools similarly experienced the same situation. The current research has therefore tried to fill this void by defining related variables in secondary schools. In Bomet County in Kenya, Koskei, Tonui and Simiyu (2015) analyzed school-based variables as determinants of secondary school dropout. The results of this research showed that the aims of the governments of keeping all secondary school students in the study area were not fulfilled. In another study by Koskei et al (2015) on school-based variables as determinants of dropouts of secondary school students in Bomet County, it was found that lack of cash for school expenses such as uniforms and stationery led to dropouts in school.

Policies have been put in by the Kenyan government with the point of achieving education for all (EFA) with particular interest on quality, value, pertinence, inward and outer proficiency inside the training framework. As per the Sessional Paper No.1 of 2005 on Policy Framework for Education, Training and Research, the Kenyan government aims at long term aim of providing each Kenyan essential quality instruction and preparing including 2 years pre-essential, 8 years of essential and 4 years of optional training. The Kenya government has a policy for a subsidized day secondary education policy presented in 2008. The auxiliary instruction strategy stipulates that, there ought to be no education cost paid for day optional schools. Nevertheless, learners, particularly girls, despite everything face

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difficulties emerging from the home that drive them to drop out of schools more when contrasted with boys (Kibugi, Cheserek and Murgor, 2013).

The plan in the Jubilee Manifesto of the year 2013-2019, the government highlighted its commitment and strategies to dispose of budgetary obstacles that obstruct access to instruction towards advancing 100% progress rate. Accordingly, in the money-related 2014-2015 expenditure plan, the legislature extended the FDSE section from 28.2 billion out of the overall 308.6 billion education budgetary designation to 32.7 billion out of 335.7 billion in the 2015-2016 monetary year (The Kenya Monitor, 2015). This suggests that the administration has increased its FDSE allocation by 16 percent from 2014-2015. The Basic Education Act (2013) of the Kenyan government has exercised each child's right to free and compulsory basic training. The Act also specifies that no government-funded school can charge or cause any parent or watchman to pay educational expenses for or in the interest of any school student.

Despite the investment on education by the government, Kenyan schools are still experiencing dropout. As demonstrated by Child Patterns (2016), a number of factors have been shown to cause children to drop out, including high absenteeism rates , low school participation rates , low parental education, attending school with lower achievement scores and family obligations. Nonetheless, few studies have examined both home and school-based related factors contributing to the dropout of school, making it appropriate to undertake this research.

Laikipia East Sub-County has witnessed high school enrolment rates in secondary schools, but despite the government's free tuition education policy in all public mixed day secondary schools, the dropout rate is still as high as 16.94 percent in schools (Ministry of Education, 2008). The trend for dropout in Laikipia East Sub County for the years 2013-2017 is as shown in Table 1.1

Table 1.1: Trend of School Dropout Rates in 2013-2017 in Laikipia East Sub County

Year in Form One	No of students enrolled	Years in Form Four	No of Student registered for KCSE	No of student who didn't Complete	Dropout rate
2010	5500	2013	4815	685	12.45
2011	3250	2014	2750	500	15.38
2012	1845	2015	1551	294	15.93
2013	2015	2016	1686	329	16.32
2014	2113	2017	1755	358	16.94

Source: Sub-County Director of Education's office (2018)

The Table 1.1 shows that the dropout rate of students in the sub county was on the rise that is the dropout rate in the year 2013 was 12.45%, in 2014 was 15.38%, in 2015 was 15.93%, in 2016 was 16.32% and in 2017 the dropout rate was 16.94%. It is against this backdrop that the researcher aims to examine the determinants of the dropout of students in Laikipia East Sub County public mixed day secondary schools..

1.3   Statement of the Problem

In the period 2013 to 2017, dropout rates in public mixed-day secondary schools in Laikipia East Sub-county, Laikipia have consistently increased despite effort made by stake holders of education to ensure equity in the provision of education. Laikipia East Sub-County has experienced high school enrollment rates in secondary schools, but despite the government's free tuition education policy in all public mixed day secondary schools, the dropout rate is still as high as 16.94 percent in schools, the dropout rate of students in Laikipia East Sub County was on the rise. That is, the dropout rate in the year 2013 was 12.45%, in 2014 was 15.38%, in 2015 was 15.93%, in 2016 was 16.32% and in 2017 the dropout rate was 16.94%. Nonetheless, few studies have examined both home and school-based related factors contributing to the dropout of school, making it appropriate to undertake this research.

Although the government has tried to address the financial constraints, especially by relieving parents of tuition fees via FDSE, it has hardly addressed the home and school-based factors leading to school dropouts, which may in the long run hinder the country from achieving its educational tasks and goals. In addition, few studies have examined relevant factors related to both home and school-based factors contributing to the dropout of school, which therefore made this study appropriate. This study aimed to examine the determinants of home and school on learners dropping out of Laikipia East Sub-County public mixed day secondary schools.

1.4   Purpose of the Study

The purpose of this study was to investigate the home and school determinants of students' dropout rates in public mixed day secondary schools in Laikipia East Sub-County for the purpose of mitigating the high dropout rates in these schools.

1.5   Objective of the Study

The specific objectives of the study were to investigate:

i   The direct home- based factor determining the school dropout rates in public mixed day secondary schools in Laikipia East Sub-county.

ii   The indirect home- based factors causing the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county.

iii   The direct school- based factors influencing the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county.

iv   The indirect school- based factors leading to the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county.

1.6   Research Questions

They sought to answer the following questions:

i.   How do the home-based factors directly determine the learners' dropout rates in public mixed day secondary schools in Laikipia East Sub-county?

ii.   How do the home-based factors indirectly cause the learners' dropout rates in public mixed day secondary schools in Laikipia East Sub-county?

iii.   How do the school-based factors directly influence the learners' dropout rates in public mixed day secondary schools in Laikipia East Sub-county?

iv.   How do the school-based variables indirectly relate to the dropout rates of learners in Laikipia East Sub-county public mixed day secondary schools?

1.7   Significance of the Study

The research may be of extraordinary noteworthiness to a wide cross-section of partners in the field of instruction and different divisions served by educated elites in various capacities. Of essential concern was the understudies in various secondary schools for these could illuminate them on retention barriers so as to get outfitted with relevant knowledge and skill necessary for survival.

Additionally, the research may likewise remain to benefit parents and guardians with children in school by sharpening them on what should be done to guarantee that students get held in schools, an exertion that would guarantee that the youngsters are arranged completely to accept essential obligations in future.

The government should plan such arrangements that address difficulties confronting understudies by and large, most definitely would prompt sweeping increases in national improvement since this populace is the overseers of advancement at nearby network levels. Non-legislative offices may likewise utilize information to create techniques to help the administration to manage the issue of drop out in the nation. Finally, researchers may find interest on the findings to further develop a related study that may contribute to a comprehensive data in literature.

1.8 Limitation of the Study

Accessing data on students' dropout rate was difficult as many administrators did not regularly update their records and others were reluctant to release records due to the Free Secondary Education. Nevertheless, data collected was triangulated across all the categories of respondents in order to reach to a consensus and more accurate data. The research was performed in mixed-day public secondary schools, so the results should not be used to generalize all secondary schools, including boarders in both private and public schools. However, the researcher recommended a comparable research should be performed covering different categories of secondary schools in order to establish comprehensive findings for comparison, critics and conclusions.

Some administrators did not give convincing reasons, as to why there was a continuous absenteeism with learners probably due to surcharged schools' fees against Ministry of Education directives. Data elicited from the school dropout were used to corroborate data sourced from school administrators. Finding the dropout students was a challenge as some had moved to unknown places while others had turned to alcoholism and drugs hence were not fit to respond to the questionnaire items. Those found drunk, the researcher looked for them when sober.However, more information was obtained from records of each students kept in the administrations for an elaborated conclusion.

1.9 Delimitation of the Study

The study exclusively covered public mixed day secondary schools in Laikipia East Sub-County but not private schools and public boarding schools since the

factors to be discussed affected them differently. Most day scholars if not all are residents.

1.10 Assumption

i. The research assumed all the respondents had huge data on the subject and gave the survey a real, honest and truthful answer, and that they would work together to provide credible responses.

ii. The study was based on the assumption that all the respondents were co-usable and gave dependable reactions. This is so in light of the fact that the respondents were guaranteed of namelessness and classification and therefore the outcomes discovered were summed up to the entire populace.

iii. The sample population was illustrative of the entire populace since the scientist directed out inspecting as needs be to decide the proper sample sizes.

iv. It was also assumed that learners, educator counsellors and head teachers as respondents gave accurate data on students' dropout.

1.11 Theoretical Framework

The present research was anchored on Maslow's theory of Human Motivation. Individuals are persuaded by needs that happen in progressive system request (Maslow, 1943). They are psychological and physiological needs; they vary from the least to the most notable. The theory notes that the criteria of the lower level should first be met. Liabertand Liabert (1988) reveals that these components are inalienably appropriate when referring to Maslow's Theory of Humans and they are fit for creating sound methods for conditions whenever permitted to communicate

their innate potential. The hierarchy of need suggests that if the basic needs are well grounded then education blossoms and thus dropout rates reduces. The significant fundamentals of Maslow's Hierarchy of needs incorporate; psychological needs, security needs, social needs, esteem needs and self-actualization (Maslow, 1943).

The most basic requirements that are imperative for endurance include physiological needs, such as the need for water, air, food, and healthy housing. As Maslow recognized, these requirements are the most basic and intuitive progression needs, since all requirements have become optional before these physiological needs are met. Maslow noted that the vast majority of these lower level criteria are possibly genuinely evident. Notwithstanding, it is understood that there is no conceivable way that an educator or gathering pioneer can give nourishment, garments, cover, and satisfactory rest for every student Shunck and Zimmerman, (2007). Luckily, free and diminished lunch programs have helped battle the impacts of yearning in schools. In any case, guaranteeing that students have apparel, solid individual cleanliness propensities, and satisfactory rest is as yet a worry. Besides, in light of this model, we realize that when these fundamental needs are not met, students won't have the option to concentrate on learning. Tragically, we should consider this need as one that we can't meet as instructors, yet we can put forth a valiant effort to give students access to programs inside our school that address these requirements.

Security requirements incorporate well-being and safety requirements and are critical for endurance, but they are not as demanding as physiological needs

(Maslow, 1943). Security needs include a need for stable jobs, human care, safer communities and healthy housing from nature. In terms of where they live, budgetary stability, physical well-being, and staying solid, individuals begin to worry about well-being. There are a few things that teachers and gathering pioneers should recognize in terms of security needs to help make students feel safe. It is important to build up a daily practice in your learning situation as instructors or gathering pioneers (Wallace, Ross, Anderson and Davies, 2007). By essentially monitoring what is in store during guidance, students may believe they have more command over the learning situation. What's more, inside your learning situation, students should feel psychologically and genuinely secure. Therefore, teachers should provide a situation where students feel quiet to face the task of answering questions, asking questions, or expressing their opinions, without fear of scorn from various students. Students will need to establish trust with the teacher. So also, at home, guardians need to assume a significant job in supporting the security needs of their kids through assurance.

Requirements for having a place, affection, and warmth involve social needs. These conditions were portrayed by Maslow as less fundamental than physiological and safety needs (Maslow, 1943). For eg, relations, kinships, emotional connections, and families help meet this friendship and appreciation requirement, as well as participation in social, network, or strict meetings. In order to help satisfy the requirements of love and belonging, much like the needs of trust, a student would need to feel adored and cared about. We should ensure that our students know they are respected as individuals as teachers or gathering pioneers. Educators must make the most of each opportunity to improve positive student

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attitudes and trust (Wallace et al., 2007). Tell students that you appreciate the effort they make in your learning environment during your time together. This support will help strengthen the mental self-portrait of a student.

Esteem Needs, after the original three needs have been met, concern needs are becoming increasingly necessary. Regard needs include the need for items that consider trust, individual importance, social recognition, and achievement (Maslow, 1943). Now, collecting the respect and resources of others is crucial. Individuals have a desire to accomplish things and have their efforts viewed afterwards. Individuals routinely engage in exercises, such as going to class, playing a game, earning a fee from a side interest, or taking an interest in qualified exercises to fulfill this need.

Self- actualization Needs Self-completing needs accept the most important level of the requirements of Maslow's chain of importance. Self-completing people are mindful, worried about self-improvement, less worried about others' evaluations, and eager to fulfill their latent capacity.. Notwithstanding, instructors, guardians and gathering pioneers primarily manage the four hardship needs including physiological, security, love and having a place, and confidence (Bertran and Galen, 2014). Any endeavors that you can make to add to these requirements will incredibly improve a student's capacity to learn and accomplish in your learning condition. The Maslow's hypothesis of Human Motivation was perfect and relevant to this investigation since it stresses that the more you comprehend the fundamental needs of every understudy, the almost certain you are to help expel obstructions from realizing with the goal that learning can be upgraded and

expanded. Thus the current study sought to establish home and school-based factors that may hinder students in secondary schools from completing their studies.

1.12   Conceptual Framework

The conceptual framework below was used to focus on the variables in the study. These variables included home and school factors, as well as the dependent variable. All variables had perceived factors affecting dropout rates of students in mixed public day secondary school. Kombo and Tromp (2006:21-3) observe that independent variables are also known as the predictor or explanatory variables; these are the causes of the phenomenon under investigation. Therefore, in the project, both home based and school based factors constitute the independent variables. Usually there is only one dependent variable, it is the outcome variable the researcher is attempting to predict. The dropout rate is the dependent variable in the project. Government policies on secondary education provide the intervening variables. However, these policies impact the school dropout rate as well.

Independent variables

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┌─────────────────────────┐
│ Direct home-Based       │
│ Factors                 │
│ ▪ Early marriages       │
│ ▪ Family size           │
└─────────────────────────┘

┌─────────────────────────┐
│ Indirect home-Based     │
│ Factors                 │
│ ▪ Education level of     │
│   parents               │
│ ▪ Lack of               │
│   encouragement         │
└─────────────────────────┘

┌─────────────────────────┐
│ Direct School-Based     │
│ Factors                 │
│ ▪ Low academic          │
│   performance           │
└─────────────────────────┘

┌─────────────────────────┐
│ Indirect school-Based   │
│ Factors                 │
│ ▪ Cost implication      │
│ ▪ Teachers              │
│   qualification         │
│ ▪ Guidance and          │
│   counselling           │
└─────────────────────────┘
```

Intervening variables

```
┌─────────────────────────┐
│ Government              │
│ Interventions:          │
│                         │
│ ▪ MOE, Kenya            │
│   constitution on       │
│   children rights       │
│ ▪ Principal             │
│   management            │
│   skills                │
└─────────────────────────┘
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Dependent variables

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┌─────────────────────────┐
│ School dropouts'        │
│ rates                   │
└─────────────────────────┘
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Figure 1.1: Conceptual Framework

The conceptual framework presented in Figure 1.1 demonstrates the interrelationship between different factors, though to cause dropout of school, specifically the influence of home and school-based factors, both direct and indirect, on students' dropout. Both school and home-based factors form independent variables while the result (dropout) forms the dependent variable. The home-based factors include early marriages, income level, peer pressure, lack of encouragement at home, family size and education level of parents The school

based factors include; low academic performance, cost implication, teachers qualification and guidance and counselling.

Basing on the home-based elements, for example, when a community believes in such issues as early relationships, it regularly brings about non-attendance which over the long haul prompts school dropout. Then again, neediness prompts parents' inability to pay school expenses and may propel the guardians to include their kids in pay creating exercises at a young age (child labour). These in this way lead to students who are regularly missing which later outcome in absolute end of tutoring. At long last, the accessibility of helpful school condition with satisfactory and pertinent foundation decides the likelihood of ending or finishing the training cycle. The above structure shows that the nearness of at least one of the previously mentioned variables may prompt absenteeism which at last prompts school dropout.

1.13   Operationalized Definition of Terms

Absentee   :   Refers to a student who doesn't regularly attend school and opts to stay away for various reasons.

Access   :   Refers to all opportunities available for children to join a given level of education such as form one.

Administrator :   Refers to a person charged with the responsibility of running an institution.

Child labour   :   Refers to employment of the services of people under the age of eighteen.

Completion : Refers to the process of finishing a four-year course in secondary schools.

Drop-out : Refers to the premature withdrawal by students from secondary school programme before the final year of completion.

Enrolment : This applies to the number of students who register at the beginning of the year as representatives of various grades.

Inhibiting : Factors that hinder, restrain, or prevent (an action or process); factors that prevent or prohibit someone from doing something.

Leadership Style: The approach used by a school head to influence individuals therein towards the attainment institution goals.

Repetition rates: Refers to the number of students in a subsequent year repeating a grade.

Retention : Refers to the action of retaining learners in school until completion.

Secondary school: Refers to a learning institution that admits primary school pupils who have met the minimum entry requirements for secondary level education.

Slum : Refers to an area of a town that is very poor and where the houses are dirty and in bad condition.

Wastage : It applies to those elements in which a student repeats a year of work in the same class or grade and does the same job as in the previous year.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review based on direct home- based factors, indirect home- based factors, direct school-based factors and indirect school-based factors determining the school dropout rates in secondary schools in global, international and local settings. This chapter also give critics of the existing studies and identifies the gaps which this study sought to fill.

2.2 Direct Home-based Factors onSchool Drop Outs

In their research on sexual orientation differences in education, Duflo, Pascalia, and Michael (2010) have realized that teenage pregnancy is induced by peer impact for the most part brings about the dropping out of young ladies' and their congruity to optional school instruction. A significant number of such young ladies end up in marriage or surrendered at home with no scholastic accomplishment figured it out. Essentially, young men are similarly jeopardized in view of the fact that they take part in such exercises when they drop out of school that obstruct their dear lives and are inclined to poor health hazards. Students drop out of school to search for activities that produce income in order to help their parents in raising income for the family.

Most students from poor household dropout of school to look for opportunities to assist their household earn a living (Franklin & Smith, 2011). In an investigation directed in India Chugh (2014) indicated that if pay rates are poor, children could be called on to raise family incomes, either by wage earning jobs or through taking

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on additional tasks to free other family individuals for employment. Tracker and May (2003) call destitution a conceivable clarification of school interruption.

As per World Bank (2016), pregnancy, wrongdoing and viciousness, and other hazard pointers can influence both the immediate expenses and the open door expenses of remaining in school. Adolescent pregnancy rates are especially high in Central America, and teenager moms may think that it is difficult to proceed in school because of absence of required backings, for example, Childcare, whereas other young ladies may claim that leaving school and starting a family early is desirable. Likewise, in a few Central American nations, wrongdoing and violence are major problems, with the murder rates for Honduras being the most prominent on the planet and those for Guatemala and El Salvador being in the top five. Viciousness in and around a school can make it unsound for young people to continue to attend, whereas illegal behavior can give certain young people an enticing choice in comparison to staying in school.

Fata, TaniguchiandHirakawa (2012) completed an investigation in Kompong Cham territory in five grade schools and five lower secondary schools, stratified testing affects school dropout variables in the rustic area by stratified testing. To look at the school variables, the analysis relied on the dropout rate. For the example, absolutely 868 understudies from first, fourth and seventh grade were recalled. The investigation found that undergraduate studies, which were common, have weak academic achievement, originate from ethnic Champs and with guardians who have a low training objective, are likely to drop out.

Distance to school also is a barrier for continuing with the schooling. Long distance has a negative impact on attending school. In India schools are not available in the close vicinity of the learners Wanyama, (2011). Juneja (2004) observes that if distance is far students drop out from school. The time and energy required for distance coverage prevents them from attending school especially in Sub Saharan Africa. According to UNESCO (2015) school offices affect get to quality, productivity and value. The school offices are devices to pull in understudies when all is said in done and girls specifically.

At a smaller scale level, family salary is straightforwardly connected to the moderateness of training and in that capacity directly affects whether kids go to instruction Hadley, (2010). On the off chance that children do go to instruction, changes in the budgetary circumstance of guardians, the unpredictability of family wages can drive a few kids out of training, reflecting the unpredictability of family wages. In spite of the fact that this might be an impermanent impact and salary may recuperate and come back to tutoring (Hadley, 2010). A study by Shavisa et al, (2016) on the work of understudy characteristics in drop out cases among optional school understudies in Vihiga County found that most understudies dropped out due to inability to raise school fees (41.3 percent), pregnancy (39. 4 percent), peer pressure (49. 1 percent) and lack of home assistance (34.1 percent). Furthermore, the investigation found that separation from school contributed least to dropout (3.1 percent) because most day schools (69. 4 percent) were formed within fair good ways from the catchment of learners. In any case, drop out is frequently a procedure as opposed to the aftereffect of one single occasion, and along these lines has more than one proximate reason hence the need for this

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examination. The present study aimed to evaluate the direct home-based factor determining the dropout rates of schools in Laikipia East Sub-county public mixed day secondary schools.

2.3   Indirect Home-based Factors onSchool Drop Outs

As shown by Mishra and Ep (2014) investigating the family etiology of school dropout, the findings showed that family is the most persuasive force among the unmistakable social factors that affect the enhancement and growth of any adolescent. The family situation, the cash-related statue, the socio-informative status of watchmen influence the child's various achievements. Education is a vital component of the improvement of children and during the time spent, socialization and adornment of character is a notable primary objective. The implications of the present examination fully reinforce the past studies and reject some conventional etiological factors of school dropout, especially in relation to the powerless populations. The study shows that better family education, awareness, and better business conditions will prevent the enormous number of school dropouts. Since there are no money-related consequences or use to be expended for tutoring, the monetary aspect of the family is definitely not an immediate cause for school dropouts, but the family's financial position offers an acceptable atmosphere for schooling.

In their research on out-of-school students in Uganda, Mpyangu et al (2014) found that poverty is the primary cause of school dropouts; it is referred to as a genuine thwarting factor for training in all four districts of Uganda. It is important to remember that a large number of people live in absolute need, are too poor to even

care about providing for themselves, and are not prepared to provide school supplies that are required at school in such a way. Then the young people return to their people who don't have cash and try to look for the cash themselves on occasion to spare them, over time they disregard school and then drop out. Regarding the status of the guardians, an investigation by Chinyuka, K (2014) claims that the key driver of dropout in Masvingo, Zimbabwe was eccentric home condition, passage of guardians, separation, division, household squabbles by guardians, youth disregard and precarious homes.

At a small scale level, an examination by Ogeto and Komo (2016) on factors affecting dropout in broad daylight boarding and day optional schools in Masaba North uncovered that sexual orientation predisposition likewise exist as far as sex jobs and obligations, girls regularly do all the family unit work when school a marker squeezing young ladies to drop out of school makes it impossible to change the school work and house hold orders. Furthermore, the review found that at this time girls are hard hit by need, pregnancy and lack of clean towels, early marriages, orphan hood and scholastic non-execution and less convinced by parents.

An investigation conducted by Shahidul (2013) in Bangladesh found that the dropout rate of young women is reduced if a mother takes an interest in family decision-making. Ananga (2011) points out that the relationship with their people is an important part of children's lives within the family, specifically the assistance provided by guardians with child tutoring and the view of guardians on the possible benefits of teaching their children. Almost definitely, parental support for

the preparation of the infant is related to taking down opportunities that the child will drop out of tutoring. Not all parents are interested in the education of their children.

Usually, numerous students drop out of school to deal with household matters and the more youthful family. These occur in families whose financial status is unsound. Be that as it may, the observational proof of the examination uncovers that 90 percent of the children could proceed with their investigations even with more terrible monetary conditions of the families. The significant explanation the lack of involvement of young people in studies and its etiology is focused on the lack of family, particularly guardians, to encourage the child to continue their instruction. While all guardians need their kids to be educated, they are powerless before their unbiased youth. There were no teamed up endeavors occurring in the middle of instructors and guardians right now. Kohl et al., (2006) the more the parent is instructed, the more prominent the child's education is. The parent's education influences their attitude and beliefs about the education of their children. A research established the importance of parent's attitudes and beliefs about the academic self-perceptions and achievement of their children.

However, studies in the literature did not exhaust the home-based factors that directly caused dropout among secondary students. The current research aimed to examine the indirect home-based variables affecting the drop-out rates of schools in Laikipia East Sub-county public mixed day secondary schools.

2.4   Direct School-based Factors onSchool Drop Outs

Rendell (2009) likewise referred to school related factors prompting dropout, for example, curricular that strengthen customary sex generalizations, deficient sanitation offices, absence of arrangement of clean materials for young ladies, lewd behavior by male educators and colleagues and lacking female instructors as good examples. Difficulties inside the school set up, additionally includes the utilization of inadmissible showing techniques and corporal punishment "A few educators do not give favorable learning condition or they provide special care for understudies, or quality training, and some regulate severe punishments."

Tsujita, (2009) as referred to by UNESCO (2010), noted that poor school foundation is a turn off particularly for girls who believe that it is gradually difficult to adjust to drive them to dropout. The MOE (2010) struggles with this view as they see that limited or low-quality offices can have different implications for young women in terms of enrollment and involvement due to their exceptional needs during their monthly cycle cycles, as well as their vulnerability in sexual assault on their approach to or from the toilet.

Dropout propensity can likewise happen and repeat from their past dropout qualities in grade schools. There is rich management knowledge from the United States and other high-salary nations, as per Frazelle and Nagel (2015), which has shown that learners who will drop out in the long run before completing optional school in the long run can be dependably distinguished in elementary school, in light of their participation, conduct records, and course execution.

Achoka (2009) emphasizes that school organization is the key to preventing school dropouts among girls by prompting guardians, teachers and learners against backward social practices that undermine maintenance, ensuring that the school is freed from savagery, improper conduct, dangers and individual disdain. She also stresses that ensuring that the school is attentive to the young lady kid's needs and that there is a guidance and advice division to tackle problems faced by young women in school would fully enable girls to stay in school.

According to selected school attributes, Sang et al (2013) on a micro-level analysis of dropout levels in open optional schools in Kericho District found that dropout is highest in structure two as compared to different classes and pervasive in day schools than live-in schools because of network impact, peer impact, pre-marriage pregnancies and early relationships. Information likewise uncovered that in mixed schools, dropouts were regular rather than single sex schools. In addition, a study by Koskei et al , (2015) on school-based variables as determinants of Bomet County auxiliary school understudies found that weak relations between understudies and teachers, unbending rules and guidelines, harassing and not being in appropriate terms with the administration were a portion of the components that contributed to the dropout of class. On a similar note, an investigation by Alika and Egbochuku (2009) draws attention to the crucial role of the school organization in determining whether understudies can stay in school until completion of the training period or dropout. The approaches formed will either encourage or dishearten school involvement. As it may be, a few studies have not depleted all direct school-based variables as possible explanations for dropouts. This research was therefore carried out by examining the direct school-related factors

determining the school drop-out rates in public mixed-day secondary schools in Laikipia East Sub-County, based on the above-mentioned school factors.

2.5   Indirect School-based Factors onSchool Dropouts

While talking about how companion impacts learners' decisions, Castillo (2010) notes that the kind of companions made by secondary school students differs as indicated by the sexual orientation, social status, race-ethnicity and academic base of the learner. Subsequently, a few understudies are bound to have school learning companions who are indiscreet and less likely to communicate with colleagues who care about school. Owing to the weight of peer expulsion, learners may drop out of secondary school, causing them to feel desolate and disassociated from having companions to integrate into a community.

As per World Bank (2015), school structure, educational plan and size are factors persuasive to improved probability of a learner encountering scholastic hazard factors. The school educational plan has been found to influence the probability of an understudy to drop out paying little heed to which courses the individual was taking. Learners who went to schools that offered Calculus or less courses underneath the degree of Algebra 1 had a decreased danger of dropping out of school by 56 percent. Therefore, the World Bank (2014e) points out that trustee directors, teachers, and parent boards have not been adequately prepared to fulfill their preparation, executives, and positions of authority, and that knowledge is not effectively used for complex dynamics. Nations are currently focused on these shortcomings, recalling El Salvador, where educator readiness will be extensively

examined as an important feature of the full-time tutoring model, and Mexico, where an evaluation of the board preparing for school principals is also in progress.

Bruns and Luque (2014) give a far reaching review of how educator enrollment, preparing, and motivator approaches neglect to augment instructor execution across Latin America. In Honduras, as in a few different nations in the district, even fundamental markers, for example, class time utilized for real guidance show considerable open door for development – what might be compared to one day of school for each week is lost to instructors mingling or directing administration exercises during class instead of educating. A developing number of randomized assessments find that presentation based fiscal impetuses for educators can expand understudy learning, and apparently decrease dropout, under the correct conditions.

However, an investigation by on the reasons for school dropout among ordinary level students in a resettlement area in Masvingo, Chinyuka, K (2014) sets the dangerous school situation, marking and disparagement, such a large number of understudies in a class, less than stellar scores and that educators would in general kindness students from prosperous families were the fundamental driver of dropout. The current study also aimed to define indirect school-based factors in public mixed day secondary schools in Laikipia East Sub-county deciding school drop-out rates.

2.6   Summary of Literature and Identified Gaps

It was noted that, at home, pre-occupation of parents directly contributed to increasing dropout rates. Indirectly, the increasing dropout rates is the generation gap between parents and children is a consequence of as well as the inadequate active involvement of the parents by the school. With regard to the direct school basic factors, there was grade repetition. It was noted that there are cases of learners dropping out of school after being made to repeat classes, yet in some cases the below academic performance resulted to chronic absenteeism occasioned by challenges to pay fees. However, dropping out is often a process rather than the consequence of a single case, and thus the necessity for this study is more than one proximate cause. The current study sought to establish the direct home- based factor determining the school dropout rates in public mixed day secondary schools in Laikipia East Sub-county.

Studies in the literature did not exhaust the home-based factors that directly caused dropout among secondary students. The current study aimed to examine the indirect home-based factors in public mixed-day secondary schools in Laikipia East Sub-county that decide the school drop-out rates. Several studies have not exhausted the two potential triggers of dropout as direct school-based variables. This research was therefore carried out by examining the direct school-related factors determining the school dropout rates in public mixed-day secondary schools in Laikipia East Sub-county based on the above-mentioned school factors.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

This chapter focuses on research methodology followed in carrying out this study. This includes research design, location of the study, target population, sampling techniques and sample size, research instruments, pilot study for instruments, data collection procedure, data analysis, logistical and ethical considerations.

3.2   Research Design

This study used descriptive survey design in the exploration of the determinants of students' dropout rates in mixed day secondary schools in Laikipia-East Sub-region. Descriptive research is a tool for collecting data by speaking to an example of individuals or supervising a survey (Orodho, 2003). It very well may be utilized when gathering data about individuals' mentalities, feelings, tendencies or any of the variety of problems in teaching or sociology (Orodho & Kombo, 2002). In educational research, descriptive study structures are attempted to determine and portray qualities of relevant instructive issues thought to be the reason or to have consequences for the result of a procedure, where the researcher cannot control the factors (Orodho-2009).

This is a method for collecting data by meeting or directing polls to an example of citizens, Orodho (2012) says. The design was distinguished as the most advantageous and could guarantee that the information acquired furnished responses to the examination questions. When a professional expects to represent a situation or a condition for what it is worth, descriptive survey is used (Kothari,

2004). This plan was viewed as suitable for this examination since it offers a chance to get data from blended day optional schools' principals, for home and school-related factors contributing to school dropouts in Laikipia East Sub-County, teacher advocates and learners.

3.3   Variables

The independent variables of this study focused on home and school based factors. The home-based factors were measured in terms of distance between home and school, early marriages, income level, peer pressure, lack of encouragement at home, family size and education level of parents. The school based variables were measured based on academic performance, cost implication, teachers' qualification and guidance and counselling. The emphasis on the dropout of the learner was the dependent variable, on the other hand. The study variables were measured using a nominal scale, dividing the subjects into two by sex (male or female).

3.4   Location of the Study

In Laikipia East Sub-County in Laikipia County, the analysis was performed. There are the following sub-counties in Laikipia County: Laikipia (East, West, and Central) and North and Nyahururuu. The study targeted Laikipia East since a researcher resides there while the bordering sub counties i.e. North and Central have new developing schools making it difficult to get comprehensive data on school dropout rate. Schools in Laikipia East are more established than neighboring schools. The researcher investigated the determinants of students' dropout in mixed day secondary schools in Laikipia East Sub-County. According to the report by the Ministry of Education (Laikipia East Sub-County Education

Office, 2018), with a high number of boys and girls failing to complete their secondary education, there has been a steady increase in the dropout rate. Nevertheless, no local study has been done to ascertain this situation hence the selection of Laikipia East Sub-County.

3.5   Target Population

The target population for this research was drop-out students from all mixed-day high schools in Laikipia East Sub-County, Laikipia County. The researcher gathered information on dropouts from the students who dropped out of school. The target population was 2116 students who dropped out between the years 2013 to 2017 as shown in table 1.1 in the 15 mixed day secondary schools. The principals, educators and students were targeted because they associated with those who dropped out of school and possibly had some explanations why they dropped out. The key informants were principals and guidance and counselling teachers from all the 15 schools from Laikipia East Sub-County.

3.6   Sampling Technique

The study applied snow balling, purposive and simple methods for random sampling. To pick two campuses, a simple random sampling method was used, two principals and two teacher counselors from each of the selected schools for the piloting. Drop out students were sampled using snow balling where one student led to the other. The basic principle of sampling was that conclusions regarding the whole population could be made by selecting some of the elements in a population (Zikmund, 2003). He asserts that a sample size has a direct influence over the accuracy of the research findings. Other dropouts were sampled through accidental

sampling. This is also referred to as accessibility sampling. A case in hand was where a researcher sampled a dropout only to find him in the company of a fellow school dropout.

3.7 Sample Size

For the study, all of the 15 secondary schools in the sub-county were sampled. Ten percent of the population in total of dropout was selected through snow balling and accidental sampling techniques thus a sample of 217 was arrived at. Best and Kahn (2006) say that all individuals should be included when the sample size is limited, and so at least 30 percent or more of the total number is optimal. The sample matrix is shown in Table 3.1.

Table 3.1: Sample Matrix

Population	Cumulative Population	Sample size
Teacher Counselors	15	15
Principals	15	15
Dropout Students	2166	217
Total	**2196**	**247**

3.8   Research Instruments

The researcher adopted the questionnaires as the primary instrument of data to be collected. The questionnaires were administered to the dropouts and the key informants. The key informants were principals and guidance and counselling teachers. According to Zwane (2003) it is important to use questionnaires to find out what experiences have taken place and what is happening at the moment.

Dornyei (2007:102) observes that the questionnaire yields three types of data about the dropout, namely factual, behavioral, and attitudinal. A standardized questionnaire was developed by the researcher with both closed and open ended questions. The questionnaire was used because all principals, teachers and dropouts were literate and, without undue interference from the researcher, they could individually fill in questionnaires with the necessary data. The secondary instrument for data elicitation was observation. This method was used to observe, for instance, the physical infrastructure in the schools. For this analysis, the questionnaire was chosen for its suitability. It was acceptable as a data collection tool because it helps the researcher to reach a broad sample within a limited period over a wide geographic region and because questionnaires are also used to collect detailed information (Orodho, 2012).

3.9   Pilot Study

Through random sampling two schools, two principals and two teacher counsellors were identified for the pilot study. Through snowballing and accidental sampling, ten dropout students from Laikipia East secondary school were sampled for piloting. Selection of schools was done because they have similar characteristics as the ones that were sampled for the final study. For the study, the pilot school respondents were omitted from the actual sampled colleges. The methods used to direct the tools were indistinguishable from those used during the actual research. The guidance of the tools supported the researcher in evaluating their reliability and validity. The reason for the guidance was to help the analyst recognize shortcomings in the instruments, check the clarity of the items, and also inspire comments from respondents that would help strengthen the things. Those items

which were deemed inadequate or ambiguous were adjusted to enhance nature of research instrument and reliability.

3.10   Validity

To approve the instruments, the researcher checked whether there were uncertain, confounding and inadequately arranged items. As indicated by Kombo and Tromp (2006), content validity is finished by master judgment. This sort of validity was improved impartially through Evaluation of the tools by the researchers' supervisors. Depending on the master counsel and comments, the substance and impressions of the tools is enhanced. The researcher looked for the ability of the supervisors on the reasonability of the instruments planned to gather the information. This allowed the researcher to enhance the stuff to enable the data provided by the respondents to be reliable, not based on the preferences and bias of the researcher. As Mugenda and Mugenda (2003) suggest, an instrument is accepted by showing that its activities are more noteworthy degree agents of the attributes it should gauge. In building up the validity of the study instrument, sufficient inclusion of the exploration targets was stressed in the advancement of the poll. Randomization was done in choosing things from the target populace into final sample to check the conceivable impact of any extraneous factors in the investigation.

3.11 Reliability

In order to ensure the reliability of the polls so as to build up the reliability of instruments, a test-retest technique was used to pre-test the two surveys in two secondary schools in Laikipia East Sub-County. The reliability of the test-retest

assesses the reliability over time as it demonstrates the range of scores that occur from the test meeting to the test meeting due to measurement errors over any period of time. To gauge test-retest reliability, the researcher controlled a test structure to dropout learners on two separate events with ten days separated. The connection between the learners' reactions from the two distinct organizations was evaluated, through factual relationship, to decide how comparable the scores are. This type of reliability showed the degree to which a test had the option to create steady, reliable scores across time. The researcher obtained a reliability coefficient of 0.81. This was regarded as a high coefficient and hence the instruments were considered reliable.

3.12   Data Collection Techniques

A letter of approval for direct study was received from the graduate school prior to continuing in the area. This was used to promote the procurement from the National Commission for Science, Technology and Innovation of an exploration grant. When direct study grants were finally granted, the Laikipia East Sub-County Education Officer received the ability to look into them. The analyst visited the schools to be involved with the investigation to prologue to the important, who thus familiarized the scientist with the instructors. The questionnaires were issued to the principals and teachers in these schools to respond to. The investigator administered the questionnaire in order to promote contact with the respondents for the purpose of the analysis. According to Neuman (2006), this included the researcher physically handling the respondents along with the questionnaires for which they were expected to fill in. To ensure that the principals and teacher guides had ample opportunity to respond to surveys, 3 schools were visited every

day until all 15 schools were visited. The instrument was obtained on the spot when the respondents completed the surveys. This was done in order to prevent data contamination (Borg and Gall, 1989).

3.13 Data Analysis

The researcher reviewed the information for fulfillment of the surveys upon completion of the information assortment and before setting out on assembling and coding the information. Quantitative and subjective knowledge was orchestrated and detailed research questions were collected. Coding was completed by using numerical characteristics to make the decrease in data conceivable and rational for analysis. Information was coded and entered into the Microsoft Excel Spreadsheet and then transferred for review to the Statistical Kit for Social Scientists (SPSS). Quantitative data were organized and investigated by utilization of basic frequencies, rates and means. Qualitative data got from open finished inquiries was dissected by topics dependent on the exploration goals and the examination questions and from that point, inductions and ends were drawn. The discoveries were then introduced utilizing recurrence appropriation tables and rates. Operationalization of variables is provided in Table 3.2.

Table 3.2: Operationalization of Variables

Objective	Method of analysis	Methods of presentation	Data collection tool
The direct home- based factor determining the school dropout rates in public mixed day secondary schools in Laikipia East Sub-county.	Statistical package of social science version 22	Tables and figures	Questionnaire
The indirect home- based factors determining the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county.	Statistical package of social science version 22 Descriptive statistic	Tables and figures	Questionnaire
The direct school- based factors determining the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county.	Statistical package of social science version 22 Descriptive statistic	Tables and figures	Questionnaire
The indirect school- based factors determining the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county.	Statistical package of social science version 22 Descriptive statistic	Tables and figures	Questionnaire

3.14   Logistical and Ethical Consideration

3.14.1 Logistical Consideration

A study permit was obtained from the Ministry of Science and Technology for Higher Education, and a copy was sent to the Director of Education for the Laikipia East Sub-County. In order to create ties with the respondents, sampled schools were pre-visited. Prior to administering the questionnaires, informed consent for participation was obtained before.

3.14.2 Ethical Consideration

All questionnaires were then coded to ensure study confidentiality and impartiality and a different rundown was made connecting study numbers to their affirmation numbers. This advanced the accomplishment of meeting targets of the exploration by urging respondents to give honest data with no or less error. Collaborative work was acknowledged through seeking after moral models. The rundown was kept separate from review information. No distinguishing data was given on the surveys.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1   Introduction

The review, interpretation, and presentation of the results of this study is done in this chapter. The goal of this study was to study the home and school determinants of dropout rates of students in Laikipia East Sub-County public mixed day secondary schools in order to reduce the high dropout rates in these schools.

The interpretation of the findings was based on the research objectives below which aimed at:

i.   Determining how home- based factor influences the school dropout rates in public mixed day secondary schools in Laikipia East Sub-county.

ii.   Establishing the influence of home- based factors on the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county.

iii.   Examining the influence of school- based factors on the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county.

iv.   Investigating the influence of school- based factors on the school drop outs rates in public mixed day secondary schools in Laikipia East Sub-county.

The chapter contains demographic data of school dropouts and key informants. It also contains data the determinants of dropout rates of schools in Laikipia East Sub-County mixed-day secondary schools. These determinants are direct and indirect home and school based factors. The findings are represented in tables, graphs and charts. Out of the 217 school dropout, 122 responded translating to 56%. That of key informants was 100%. This is because the researcher made an

extra effort to ensure that all the targeted teachers and principals were reached and participated in the study. The school dropout, on the other hand, was difficult to find hence the low response rate.

4.2   Return Rate

The response rate of study respondents is presented in this segment including principals, teachers and school drop-outs. The researcher distributed a total of 15 questionnaires equally to the sampled principals and teacher counsellors and all questionnaires were returned leading to 100% response rate in both cases. However, out of 217 questionnaires that were to be administered to school drop-outs, a total of 122 completed questionnaires. This represented 56% of the target population Mugenda and Mugenda (2009) conclude that a response rate of 60 percent and above is good enough for results-based conclusions and recommendations. The response rate is shown in Table 4.1.

Table 4.1: Response Rate

Category	Sampled	Final size	Response rate
Principals	15	15	100.0
Teacher counselors	15	15	100.0
School drop-outs	217	122	57%

4.3   Demographic Information

In this section, the findings on general demography are discussed. This debate consists of conclusions from fundamental statistics and the expression of opinions.

4.3.1 Gender Distribution of Respondents

Respondents were requested to indicate their gender. The results of the respondents are presented in Table 4.2.

Table 4.2: Gender of the Respondents

Gender	principal		Teacher counselor		Dropout Students	
	F	%	F	%	F	%
Male	8	53.33	9	60.00	49	40.83
Female	7	46.66	6	40.00	73	59.83
Total	15	100.0	15	100.0	122	100.0

In Table 4.2, there is relatively equal distribution of managerial responsibility across both gender; 53.3% male and 46.6% female head teachers. This depicts that the schools have met the government requirement of at least a third being females in the leadership positions in Laikipia East Sub-County in Laikipia County. From the table, 60% of teachers were male and 40% were female. This portrays a relatively equal empowerment for both genders in acquisition of professional qualification and job allocation in the education system. On the other hand, more girls (59.83%) than boys (40.83%) drop out of school in the area of study. This concurs with Bandyppadhyay and Subrahmanian, (2008) who found that many cases of drop out involve girls. Despite the demonstration of relative equity by gender of the respondents in the different categories, this information further indicates a need for more female empowerment to ensure that males and females are equal in proportion, participate in leadership roles, jobs uptake in the education sector and acquisition of education meant for all.

4.3.2 Age Distribution of the Respondents

In this section, The respondent tried to describe the age of the principals, teachers and dropout students hence establish their suitability in this study principals and teachers age information was grouped into categories while students were asked to state their age explicitly,. Figure 4.1 contains information regarding principals' age distribution;
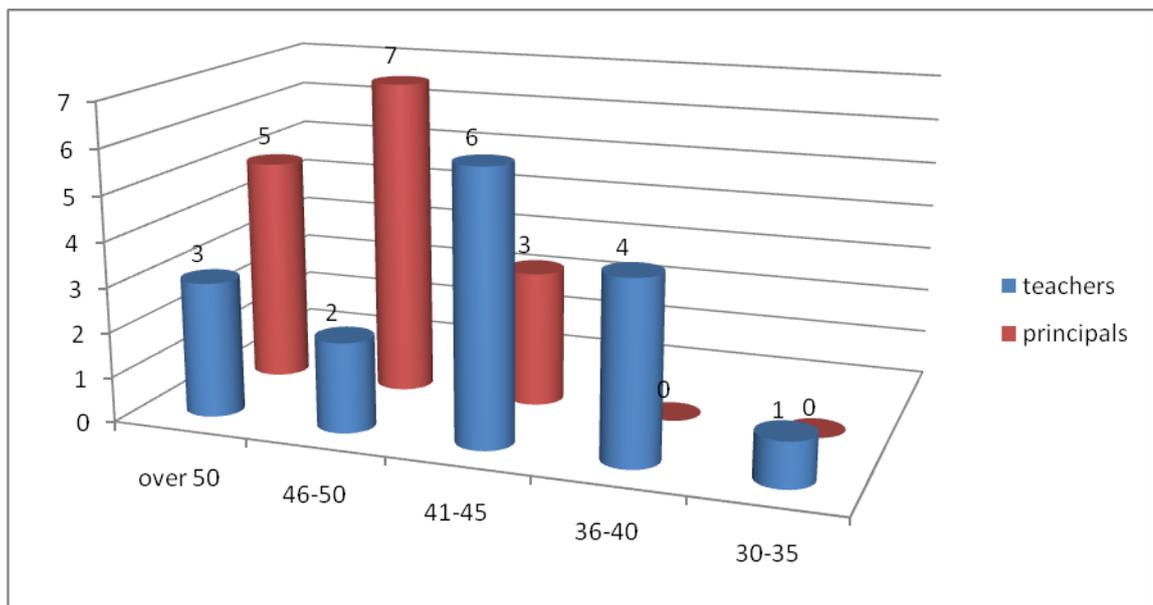
Figure 4.1: Teacher counselors' and Principals' age

Figure 4.1 shows that most of the principals are aged46-50 (7) followed by those aged over 50 (5). Ages 41-45 came last while no one was aged below 40. Figure 4.1 also reveals that the majority (6) of counseling teachers were 41-45 years of age. Equal proportions followed by those aged 36-40 (4) over 50 came next (3) while those aged 46-50 followed (2) while those aged 30-35 came least (1). Accordingly, principals are quite mature to responds to an inquiry regarding the factors that affect pupils' dropout. It is also clear that most teachers are over 36

years of age, and therefore mature enough to handle the responsibility given and equally respond to the questionnaire items.

4.3.3 Professional Qualification of the Teachers and Principals

The researcher asked principals and teaching staff to indicate their highest professional qualification in education studies. Findings on this aspect indicated that some teachers and most principals in Laikipia East sub County had attained Masters Qualification. More information is presented in Figure 4.2;
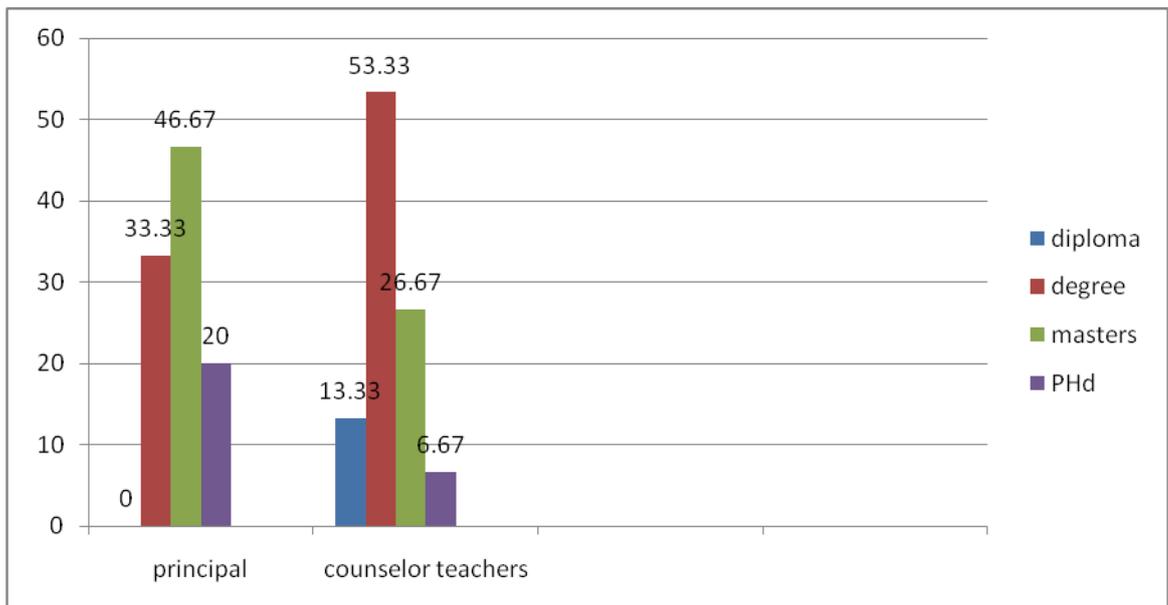
Figure 4.2: Professional qualification of teachers and principals

Figure 4.2 shows that the highest percentage (46.67%) of the principals have attained masters as the highest professional qualification. Followed by 33.33% of those who had degree. Another 20% had attained Ph.D as the highest qualification. The counselor teachers on the other hand had the majority having degree as the highest professional qualification (53.33%). This was followed by 26.67% of those with masters and then 13.3% of those with diploma courses. Finally 6.67% of the counselor teachers had Ph.D. This information identifies that principals and

teachers are professionals in their work and thus the dropout could not be directly associated with their lack of skills in handling students, hence there were other underlying factors leading to school dropout.

The finding implies teacher qualification is also significant in relation to students' retention in school. As per Bruns and Luque (2014) a few parts of instructor recruitment, training, and motivating force arrangements neglect to boost educator execution across Latin America. Truth be told, a developing number of randomized assessments find that exhibition based financial motivating forces for instructors can build student learning, and probably lessen dropout, under the correct conditions.

4.3.4 Principals and Teachers Teaching Experience

The study demanded that the principals and teachers indicate for how long they have been practicing teaching. Experience in any institution, especially the school set up has a positive effect on principals' competency in managerial skill. The length of time spent in any institution leads to a greater understanding of factors that cause students' dropouts in those colleges. These results are indicated in Table 4.3;

Table 4.3: Principals and Teachers Teaching Experience

	Principal		Teacher counselors	
	Frequency	%	Frequency	%
1-5yrs	0	0	1	6.67
6-10yrs	2	13.33	3	20
11-15yrs	4	26.67	5	33.33
16-20yrs	5	33.33	4	26.67
Over 20	4	26.67	2	13.33
Total	**15**	**100**	**15**	**100**

Information from teachers indicated that most of the teachers (33.33%) had accumulated experience of up to 15 years. This was followed by those with 16-20 years (26.67%) of experience. Those with 6-10 years of experience were 20%. A small proportion (13.3%) had more than 20 years of experience as teachers. The rest had experience ranging between 1 to 5 years. This implies that these professionals would provide very appropriate and verifiable information regarding pupils' dropout dynamics. On the other hand most principals had experience of 16-20 (33.33%) those who were 11-15 years old and over 20 years old followed who tied at 26%. 13.33% had 6-10 years of experience while no one had less than five years of experience in teaching. This also implies that the principals are not only the school managers but they have also had enough experience as teachers and thus they have an understanding of the Factors that contribute to the drop out of high school students in day schools.

Table 4.4: Number of years serving as a principal

Number of years	Frequency	Percentage
1-5	4	26.67
6-10	8	53.33
Over 10	3	20
Total	15	100

From Table 4.4, most principals had served as school heads for at least 6-10 years (53.33%).26.67% had 1-5 years of experience as school managers while the remaining 20% had served for over 10 years. Having served for over 6 years, most principals have adequate experience as school managers and are well versed with

the school environment as well as the students' situations that lead to school dropout.

4.3.5   Type of parents dealt with according to principals

The researcher further attempted to find out the nature of parents the principals dealt with. Most parents in day schools are reported to be uncooperative and this could have contributed to the student's school dropout; more details are provided in figure 4.3
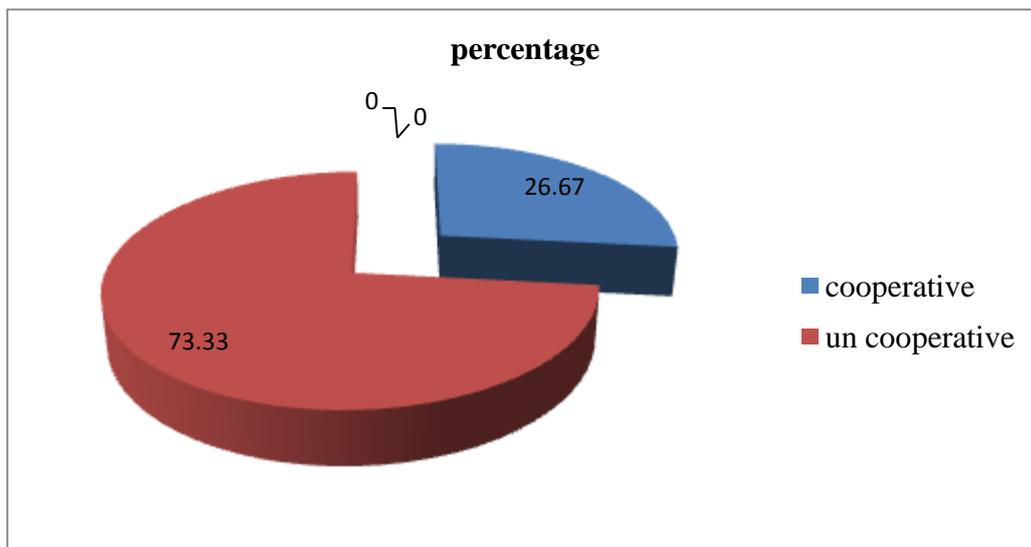
Figure 4.3: The types of parents principals deal with

Seventy three point three percent of the principals indicated that they dealt with uncooperative parents while only 26.67% indicated that they dealt with cooperative parents. The lack of teacher-parent communication positions students in a bind and may be deceptive. They may tend to exit school when the parents and teachers fail to harmonize what information they feed the students with.

4.3.6 Average number of students in mixed day secondary schools in Laikipia East sub-county

The study sought to find out the number of students in each school and then calculated the average. Figure 4.4 has the details
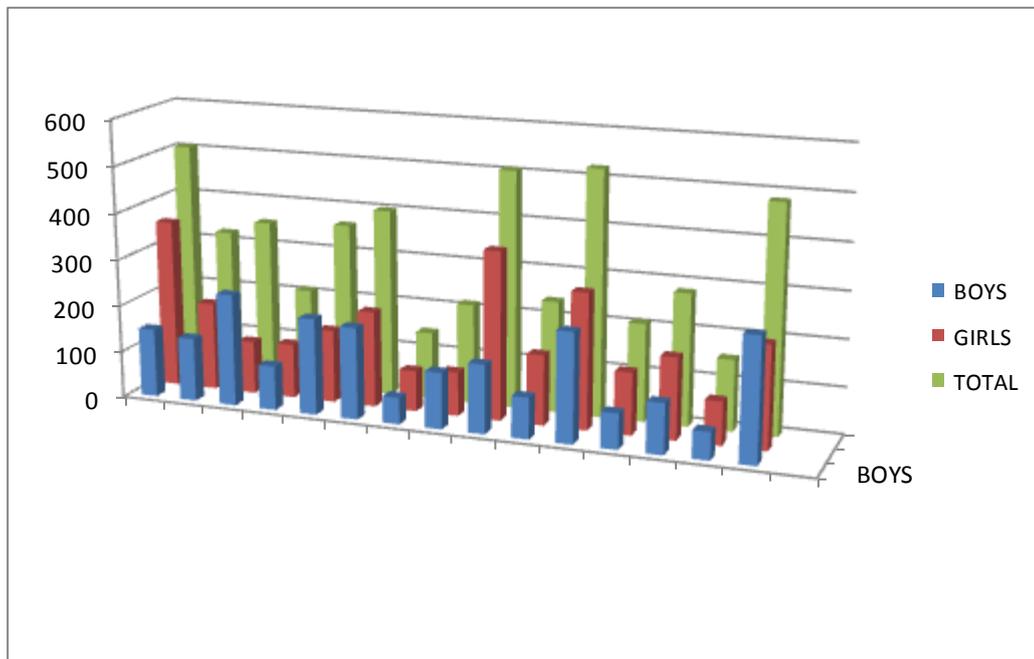
Figure 4.4: The number of students in a school

From Figure 4.4, it is evident that in most schools, the number of boys and girls is almost equal. The sizes of the school ranges from 100 students to five hundred students. This shows that the schools have the required number of students and not overcrowded and thus smooth learning takes place. The schools having almost equal number of boys and girls are an indication that the problem of school dropout is common for both boys and girls.

4.3.7 Number of years in school for dropout student

The analysis tried to find out the amount of years in which the subject was in school. The results are shown in Table 4.5.

Table 4.5: Number of years in school before dropping out

Number of years	Frequency	Percentage
>1	26	21.31
1 to 2	55	45.08
2 to 3	31	25.41
<3	10	8.10
Total	**122**	**100**

From Table 4.5 it is evident that most students drop out of school between 1-2 years. This implies that most students drop out in the second form for various reasons. Followed by those who drop out at the third form (25.41%), then those who drop out in the first form (21.31%). The least number of drop out is those in the fourth form In the second form, students dropping out of school may be as a result of peer influence as the majorities are free of their parents influence yet they are not in a position to make their own positive decisions.

4.3.8   Who the students stayed with

The students were asked whom they stayed with as a result of family breakups, most students who drop out of school are whereby children are left in the hands of the mothers or grandparents who are to take care of them. Figure 4.5 shows who the students stays with
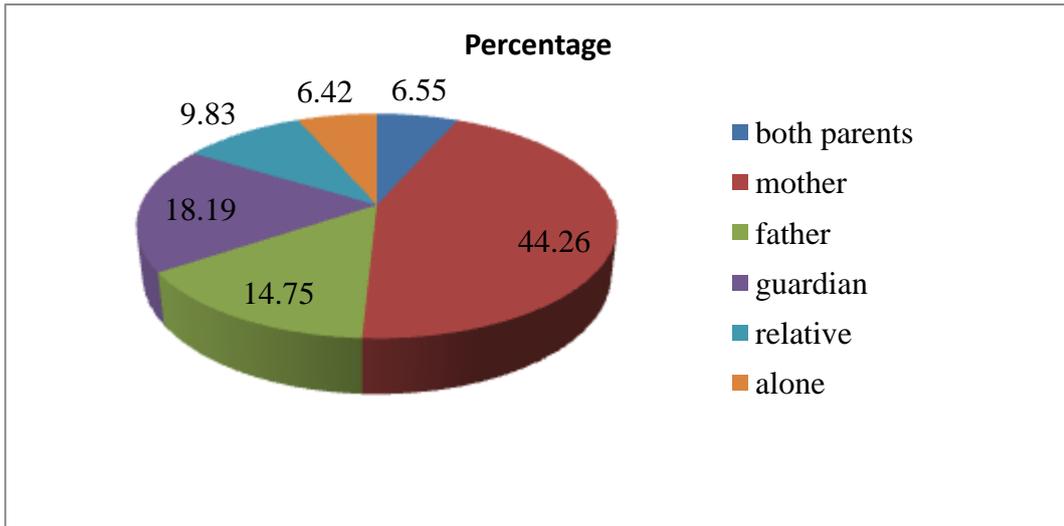
Figure 4.5: Who the dropout stayed with

It is evident from figure 4.5 that most of the students who dropped out of school remained with their mothers (44.26%) while those staying with the guardian came next at 18.19%. those staying with the fathers followed at 14.75%. those who stayed with the relatives were 9.83% while those who stayed with both parents were 6.55%. those who stayed alone came last at 6.42%. Students end up not staying with both parents as a result of the families breaking up or as a result of parents not being married or one of the parents passing on. The situation where parents are missing can be depressing for the students and cause them to lose focus and eventually drop out of school.

4.3.9 If parents have gone to school

The study sought to find out if the parents went to school. Parents to some extent form the role models for their children. If the parents are not learned, the children tend to feel that the parents have no moral authority to guide them on school matters. Figure 4.6 shows the responses
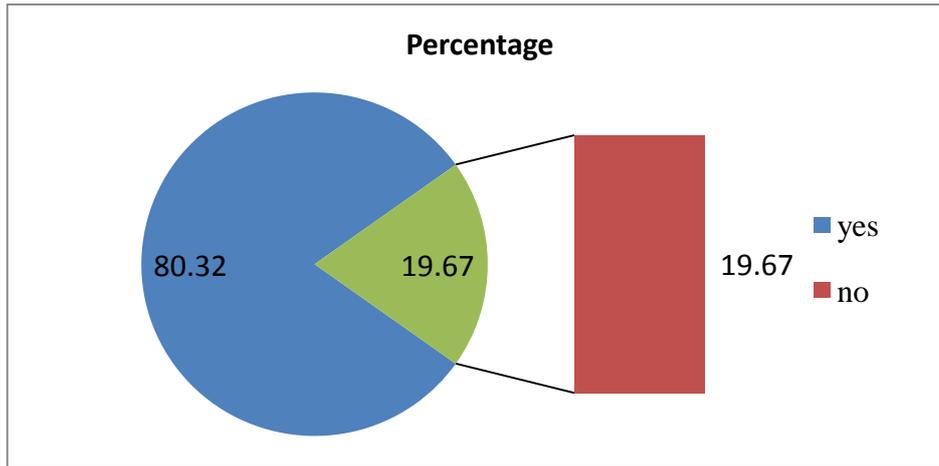
Figure 4.6: If parents have gone to school

Most of the parents had gone to school as indicated in figure 4.6 with 80.32% having gone to school and only 19.67 not having gone to school. Thus the parents are aware of the importance of school and can give some advice to their children on the importance of schooling. The findings contradict the findings of Holmes (2003) as well as Kohl et al., (2006) who found that parents' education level was a major contributor to drop out with most cases of drop out being children with parents who lack formal education.

4.3.10 Level of education of parents

In addition, the research tried to find the standard of education for the parents who went to school. The results are shown in Figure 4.7.
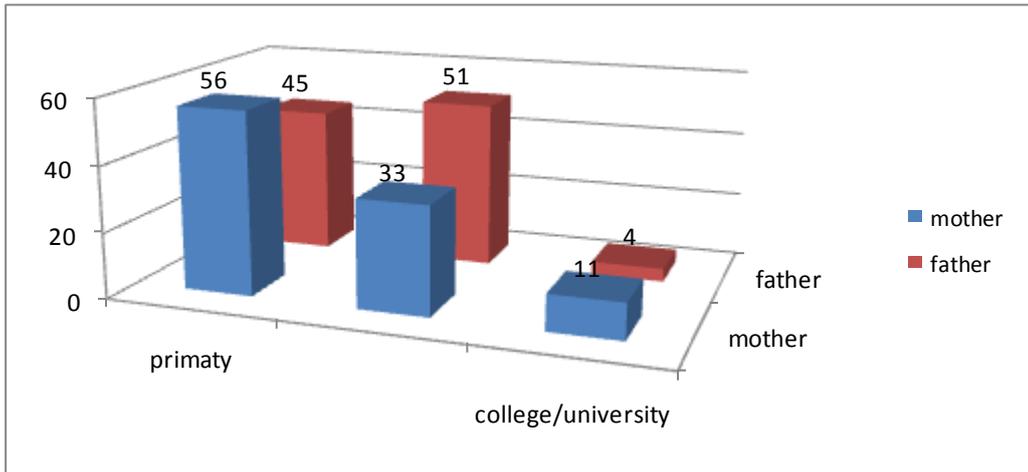
Figure 4.7: Level of education of parents

The highest level of education was for most (56) mothers who had primary education. This was followed at 33 percent by those with secondary education and finally those with college/ university education at 11%. The highest number of fathers on the other hand had secondary education (51%) followed by 45% of those with primary education and finally a small percentage (4%) had college education. The fact that a large number of parents lacked secondary education could have led to their children dropping out since the parents do not pose as good role models in terms of pursuing education.

4.3.11 How far school is from home

The study sought to establish the proximity of the school for most students have to walk to school every day. The proximity to the school can be a cause for dropping out especially where the students have to walk for long distances to school.
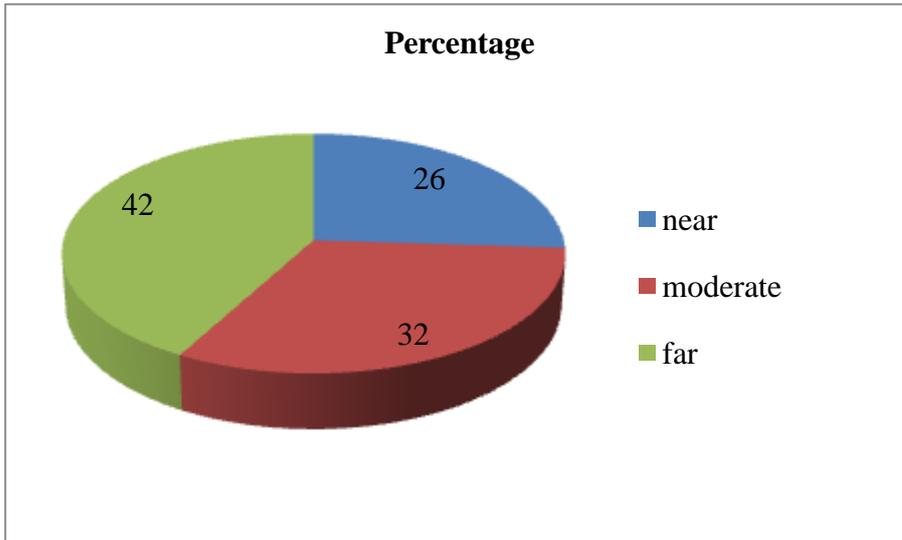
Figure 4.8: Distance walked from Home to School

From the figure 4.8, a good number of students (42%) indicated that the school was far while 32% indicated that the distance to school was moderate. The remaining 26% indicated that the school is near their homes. When students have to walk over long distances to reach school, they will get exhausted by the time they get to school and their level of concentration is low. Equally they could get late and have to face frequent punishments eventually which can lead to dropping out of school.

4.3.12 Time spent from home to school

The students were also required to indicate the number of minutes spent walking from home to school.

Table 4.6: Time spent from home to school

Minutes spent	Frequency	Percentage
0-15	13	10.65
15-30	21	17.21
30-45	23	18.85
45-60	31	25.40
Over 60	34	27.86
Total	**122**	**100**

Most of the students indicated that they spent over 60 minutes getting to school. This was followed by those who indicated that they took 45-60 minutes (25.40%). Those who took 30-45 minutes came next at 18.85% and next those who took 15-30 minutes at 17.21% and finally those who took less than 15 minutes came last at 10.65%.

4.2.13 Means of transport used

The students were required to indicate the means of transport used while attending school. The means used determines the time spent before getting to school and the level of disruption the student gets along the way.

Table 4.7: The means of transport used

Means	Frequency	Percentage
Foot	89	73
Bicycle	10	8
Matatu	23	19
Total	**122**	**100**

Seventy three percent of the students who have dropped out of school were getting to school by foot. Eight percent used bicycle and 19% matatu. No other means of transport were used by the respondents. As the students walk to school, they are disrupted by many factors along the way. It is along the way they meet with people of the opposite gender who are not in school and start romantic relationship which can lead to early marriages or pregnancy. For instance a study carried by Nyachieo (2013) indicated that most girls in Meru County were dropping out of school and getting married to 'bodaboda' riders who are always plying the routes the girls use when going to school.

4.4   Direct Home Based Determinants of School Dropout Rates

There are three direct home determinants of school dropout rates, namely preoccupation of parents/guardians of school dropout rates; influence of family size on school dropout rates; impact of distance of school from home on school dropout rates.

4.4.1   Pre-occupation of parent/ guardian on school dropout rates

Most school drop outs are as a result of family breakups whereby children are left in the hands of their mothers or grandparents. Figure 4.1 shows who the school dropouts stayed with.
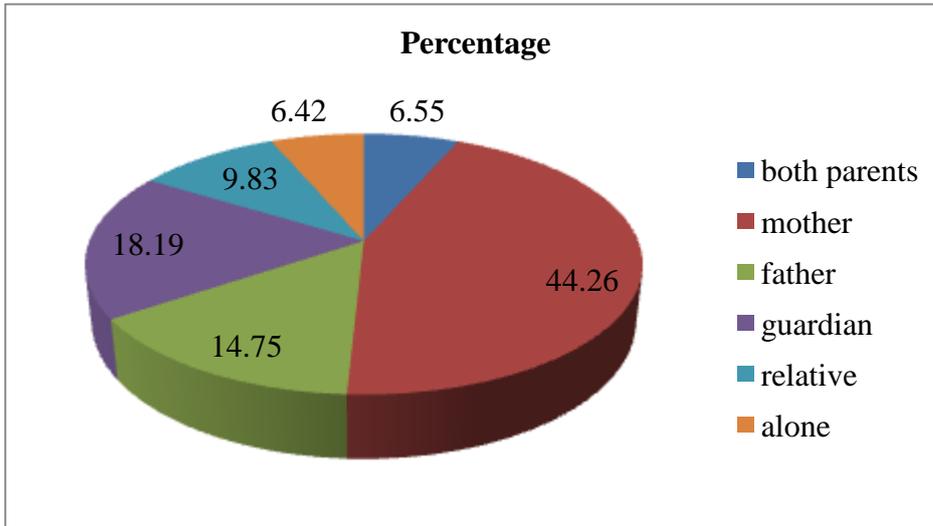
Figure 4.9: The parent/guardian of the school dropouts

From figure 4.1 it is clear that most of the school dropouts were staying with their mothers (44.26%) while those staying with the guardians came next at 18.19%; those staying with the fathers followed at 14.75%; those who stayed with the relatives were 9.83%; those who stayed with both parents were 6.55%; those who stayed alone came last at 6.42%. These findings imply that in an environment where parents are missing can be depressing for the students and consequently force them to lose focus and eventually drop out of school.

4.4.2   Influence of Family Size on School Dropout Rates

Large families can pose an economic burden to the parents such that providing basic needs like food, leave alone education, becomes a challenge.

Table 4.8: Family Size of School Dropouts

Number of children in family	Frequency	Percentage
1-3	27	22.13
4-6	63	51.63
7-9	17	13.94
10 and above	15	12.30
Total	**122**	**100**

Most (51.63%) of the families of the school drop outs had between four and six children. This was followed by those with one to three children at 22.13% and those with 7-9 siblings at 13.94% and finally those with ten and above siblings came last at 12.30%. Due to the hard economic situation, more than three children can be a major challenge to the parents as they have to put a lot of work into addressing the needs of these kids. Unlike in the traditional set-up when there was enough land to till and thus the provision of food was not a challenge, in the contemporary society, most households have no land to put up a home and thus rely on rented premises. This reduces the income that could otherwise be used to meet other needs of the children such as education. The many siblings could have made it impossible for the parents to put food on the table and still provide education needs for the children. Due to these challenges, some students opt to drop out of school. Family size is among those variables that affect the increased probability of a student experiencing academic risk factors, according to the World Bank (2015).

4.4.3 Impact of Distance of School from Home on School Dropout Rates

The proximity to the school can be a cause for dropping out especially where the students have to walk for long distances to school.
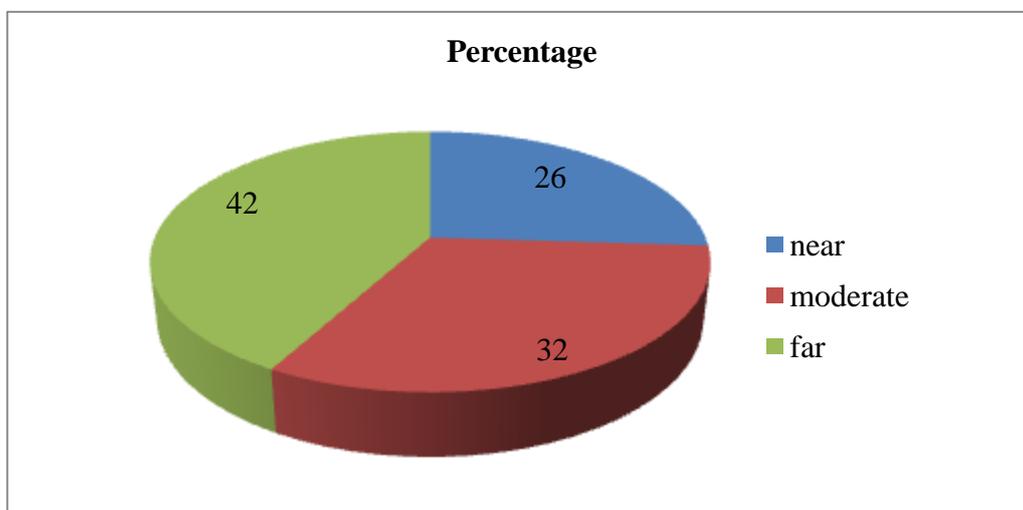
Figure 4.10: Distance of School from Home

From the figure 4.2, a good number of students (42%) indicated that the school was far while 32% indicated that the distance to school was moderate. The remaining 26% indicated that the school is near their homes. When students have to walk over long distances to reach school, they will get exhausted by the time they get to school and their level of concentration is low. It was even suggested that supplying serviceable and free bicycles could be a solution to this. There are cases of students in remote areas leaving home as early as before 5.00 am exposing themselves to risk of being attacked by thugs as well as wild animals. Girls are taken advantage of by instance some unscrupulous boda-boda operators as well as mischievous male mates. Some boys are exploited by some older women of questionable morals bearing in mind that most of those areas are prone to brewing of illicit liquor. These attacks are not the only source of stress for such students.

Many belong to families that cannot afford adequate meals. In some cases, the students live on the only meal provided within the lunch time program in school. These students are disadvantaged during both the dry season and rainy season. In the rainy seasons, the seasonal rivers are impassable due to flooding. There is also a challenge posed by inadequate school uniform. In case the uniform gets dirty as a result of mud, they may take too long to dry after being washed. Trekking on muddy parts and roads make it difficult to report to school on time.

The challenge of distance is also faced in urban areas especially within the informal settlement. Typically, these are drug infested areas, child prostitution and crime. Some crimes are as a result of radicalization. Whether in remote or urban areas due to challenges posed by the distance of the school from the home, these students often get late and have to face frequent punishment which may ultimately contribute to dropping out of school. These results are consistent with those of Wanyama (2011).which revealed that distance to school also is a barrier for continuing with the schooling. Long distance has a negative impact on attending school. Also in line with the findings, Juneja (2004) observes that if distance is far students drop out from school. The time and energy required for distance coverage prevents them from attending school, especially in Sub-Saharan Africa. Furthermore, Shavisa et al. (2016) revealed that distance from school contributed least to dropout (3.1%) because most day schools (69. 4%) were founded within acceptable distance from the catchment of the students.

The table 4.3 illustrates the means of transport to school used by school dropouts. According to this table 73% walked to school.

Table 4.9: The Means of Transport Used

Means	Frequency	Percentage
Foot	89	73
Bicycle	10	8
Matatu	23	19
Total	**122**	**100**

Seventy-three percent of the students who dropped out of school were getting to school by foot. Eight percent used the bicycle and 19% the matatu. No other means of transport was used by the respondents. As the students walk to school, they are distracted by many factors along the way. It is along the way they meet with people of the opposite gender who are not in school and start romantic relationship which can lead to early marriages or pregnancy. For instance, a study carried by Nyachieo (2013) indicated that most girls in Meru County were dropping out of school and getting married to 'bodaboda' riders who are always plying the routes the girls use when going to school.

4.5 Indirect Home Based Determinants of School Dropout Rates

The indirect home determinants of school dropout rates are the level of awareness of parents/guardians; Participatory role of the parent/Guardians while at home.

4.5.1 Level of Awareness of Parents/Guardians

The study sought to find out the level of education of parents/guardians. Parents to some extent form the role models for their children. If the parents are not learned, the children tend to feel that the parents have no moral authority to guide them on school matters. Figure 4.3 shows the findings.
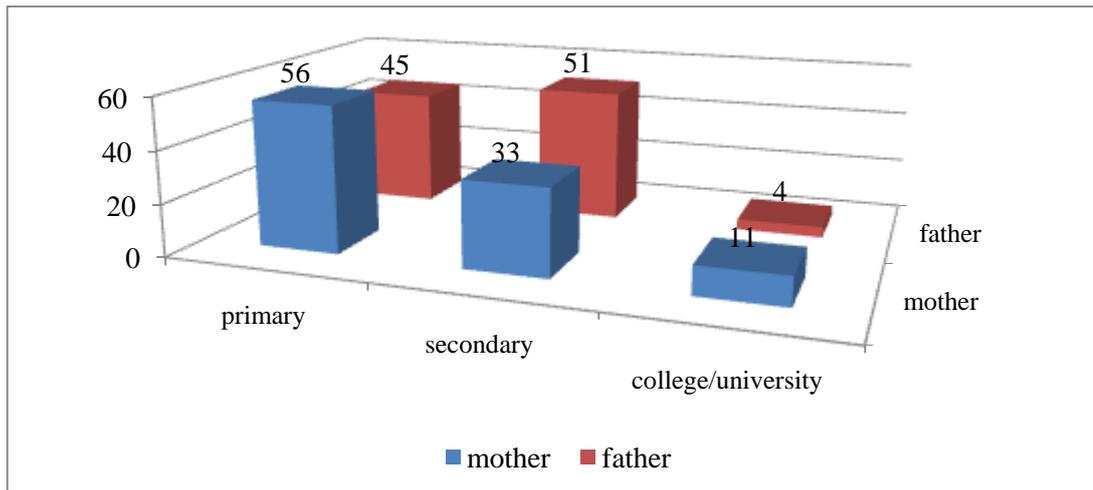
Figure 4.11: Level of Education of Parents/Guardians.

The highest level of education was for most (56) mothers who had primary education. This was followed at 33 percent by those with secondary education and finally those with college/ university education at 11%. The highest number of fathers, on the other hand, had secondary education (51%) followed by 45% of those with primary education and finally a small percentage (4%) had college education. The fact that a large number of parents lacked secondary education could Since the parents had led their children to drop out of school do not pose as good role models in terms of pursuing education.

These findings imply the level of education among parents plays a major role in ensuring that children's interest in learning and they would be more likely to attend school. These findings corroborated with those of Mishra and Ep (2014) on school dropout family etiology, which showed that the dropout variables are the level of education and lack of knowledge among parents and family. Also, findings by Ananga (2011) support this when he points out that a significant part of the life of kids inside the family unit is the relationship with their people, especially the

assistance provided by guardians with the tutoring of the child and the view of guardians on the potential benefits of education for their children..

4.5.2 Participatory Role of the Parent/Guardian while at Home

Table 4.10: Parent/Guardian Roles while at Home According to School Dropout

Statement	SA	A	UD	D	SD	WA
Less parental involvement	9	3	0	2	1	4.13
In adequate or lack of motivation	7	6	2	0	0	4.33
Lack of role models	4	5	1	3	2	3.40
Family conflicts	10	5	0	0	0	4.67
Low financial back ground	7	5	0	2	1	4.00
Ignorance on educational matters by parents	1	2	0	4	8	1.93
Lack of study room or conducive learning environment	3	4	1	6	1	3.13
Parents with little or no formal education	2	3	1	8	1	2.80

School dropouts strongly agreed that family conflict (4.67) was a home based factor that led to school dropout. They also agreed that factors for school drop-out comprise: inadequate or lack of motivation (4.33); less parental involvement (4.13); low financial background. School dropouts were undecided that lack of role models (3.40); and lack of study rooms or a conducive environment (3.13) and parents with little or no formal education led to dropping out of school. Overall the school dropouts opined that their parents support was below average. This is evident in a study conducted in Bangladesh by Shahidul (2013), which revealed

that the dropout rate of girls is reduced if a mother participates in the decision-making process of the household.

4.6 Direct School Based Determinants of School Dropout Rates

There are two direct school determinants of school dropout rates. These are low academic performance among school dropout; level of academic attainment of school dropout.

4.6.1 Low Academic Performance among School Dropout

The research aimed to classify the direct factors that lead to students dropping out of school based on school. The responses were obtained from school dropouts.

Table 4.11: School Based Factors Leading to Students Dropping out of School According to Students

Statement	SA	A	UD	D	SD	WA
Poor teaching methods	54	35	6	12	15	3.8
Lack of learning resources	63	40	1	15	3	4.19
Lack of enough government teachers	92	18	1	6	5	4.52
Strict school rules	45	54	5	10	8	3.97
Indiscipline in school	6	19	20	44	33	2.35
Lack of motivation	51	40	2	17	13	3.84
Individualized learner attention	3	10	8	25	76	1.68

The students strongly agreed (4.52) that lack of enough government teachers lead to dropping out. The students further agreed that unaffordable school fees (4.32); lack of learning resources (4.19); strict school rules (3.97); lack of motivation (3.84) and poor teaching methods led to school dropout. There was inadequate

individualized teaching (1.68). The students who had dropped out disagreed that indiscipline led to school dropout.

It was noted that cases of students dropping out of school were recorded after being made to repeat classes disregarding the entry behavior of the learner as well as their talents. This goes against the ministry of education directive. In 2012 for example, the ministry of education under its minister issued a stern warning against grade repetition, as a forceful repetition lowers the self-esteem of the student. Yet in some cases the below academic performance was as a result of chronic absenteeism occasioned by challenges to pay fees. Other schools force learners to sit for supplementary exams. In case they fail they recommend for remedial sessions at a fee which some parents could not afford. This is one of the reason of some students dropping out of school. Others are low performing students to extend beyond 7.00 pm. This increases their vulnerability. Other day schools' learners are supposed to be in school up to Saturday leaving no rooms of carrying manual task to assist their parents lighten the burden of financial responsibilities. Some school dropouts were not able to adjust socially thus opting to dropout. Involuntary school-forced evaluation redundancy has effects the scholarly fulfillment of a student and is related with social modification issues and improved probability of school dropout (Brophy, 2006).

4.6.2 Level of Academic Attainment of School Dropouts

The level of academic attainment of the student contributed to dropout rates as illustrated by the table below.

Table 4.12: Number of Years in School before Dropping Out

Number of years	Frequency	Percentage
Less than one year	26	21.31
1-2 years	55	45.08
2-3 year	31	25.41
Over 3 years	10	8.10
Total	**122**	**100**

From Table 4.12 out of targeted 217 dropout 122 responded and the rest were not able to be traced. From the table 4.4, it was clear that between form 1 and form 2, most students drop out of school. This implied that most students dropped out in the second form for various reasons. This could have been as a result of their stage of growth and development. At adolescence teenagers require much guidance which was not the case with absentee parents or guardians. Others dropped out at second form as a result of disconnect between the high expectations and their output. By form two some students realized there was little value addition. They are followed by those who drop out at the third form (25.41%), then those who drop out in the first form (21.31%). The least number of drop outs were those in the fourth form. As a result, students dropping out of school in the second form may be due to peer influence as the majorities were free of their parents influence yet they were not in a position to make their own positive decisions. This result is consistent with Frazelle and Nagel (2015) findings that students who will drop out in the long run rely on their engagement, social records, and course execution before completing secondary school.

4.7   Indirect School Based Determinants of School Dropout Rates

The first indirect school based determinant of school dropout rates is demographic information on influence of principals and guidance and counselling teachers on school dropouts' factor. The second one is the cost implication of secondary education upon the dropout rates.

4.7.1   Cost Implication on School Dropout Rates

Cost of education posed a major challenge on school dropout rates. In some schools due to overcrowded classrooms and limited teachers, the students in need of individualized learner attention were disillusioned thus indirectly contributing to school dropout rates. The other costing factor regards the unregulated lunch program despite the capitation, some students experience chronic absenteeism as they are sent home to collect lunch fee balances while at home parents incur cost of upkeep. Once they resume school they have to pay full lunch fee. This gives the school management a leeway to manipulate the lunch program leading to increased burden to parents. The table 4.13 illustrates the extent of support by parents of school programs according to school dropouts.

Table 4.13: Opinion of School Drop Outs on Parents Commitment to Schooling

Statement	SA	A	UD	D	SD	WA
Parents of the students who drop out were very supportive to the administration	0	3	2	7	3	2.33
Parents of the dropouts came to school when required	2	1	0	4	8	2.00
Bursaries fairly distributed	0	1	1	7	7	1.87
Most parents of the drop outs paid fees as agreed upon	1	0	0	8	6	1.8
Parents contributed to support field trips for students outside the school	1	3	5	4	2	2.8
Parents met the education needs of their children	0	0	1	5	9	1.46
Parents motivated their children	2	3	1	2	7	2.4

School dropouts were undecided (3.27) that their parents supported the discipline given by the school as well as the statement that parents contributed to the field trips for the students outside school (2.8). They also disagreed that their parents motivated them (2.4); parents of the drop outs were very supportive of the administration (2.33) and that their parents came to school when required (2.00). School dropout also disagreed that most of their parents paid fees as agreed upon (1.8). The school dropouts strongly disagreed that their parents were able to meet their education needs. Family income is directly related to the rationality of education and in that capacity directly affects whether children go to school (Hadley, 2010). Changes in the money-related circumstances of parents, represented by the unpredictability of family income, which drive a few children out of education when children attend school. Given the fact that this may have a temporary effect, income will rebound and contribute to education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents a summary of the findings, conclusions, and recommendations of this study.

5.2   Summary of the Findings

The school dropout rates are influenced by both direct and indirect home determinants as well as direct and indirect school determinants. The direct home determinants are preoccupation of parents and guardians, impact of distance of school from home, and family size of school dropouts. Regarding preoccupation of the parents and guardians, some parents it is hard to spend quality time with your children. This denies them opportunities to play their supervisory roles correctly. Thus exposing learners to vulnerable conditions. Long distance trekking in rural remote schools' fatigues learners reducing their concentration levels. In urban set ups learners walk to school through crime prone areas. Others are distracted by the social amenities along their way to school as a result of their tender age. On average school dropouts hail from family comprising of 4 to 6 members, which impacts negatively on limited family resources. The indirect home determinants of level of knowledge of parents / guardians and the role of parents in participating are while at home.

In some cases, the level of awareness of the parents/guardians is as a result of generation gap between parents and the school dropouts. This causes a judgmental attitude among parents/guardians. This judgmental attitude demotivates the learner

leading to some of them dropping out of school. With regards to the participatory role of the parents/guardians in school programs, the school lives with a lot of assumption concerning the ability of the parent to follow the education needs of the student while at home.

The direct school determinants are low academic performance of the school drop outs and the level of academic attainment of school dropouts. Some schools adopt a grade repetition approach with the low performing learners. This stigmatizes such learners. At form two, the growth and development demand of the learners are high. When these demands are not met, the school environment becomes hostile for the learner. Most learners experience this at form two. The influence of the principals and guidance and counselling teachers constitutes the first indirect school determinants on the dropout rates. For instance, the dropout rates is higher in female headed schools. The second indirect school determinant of school dropout rates is the cost implication. There are high dropout rates as a result of much wastage of capitation funds.

5.3   Conclusion

Firstly, based on home-related factors leading to dropout, it can be concluded that the major factors were status of the parents or guardian, the size of family in number and distance of school from home as direct. While, level of awareness among parents, parental level of education and parental engagement in education for children through the promotion of support were significant determinants of dropout in secondary schools in Laikipia East Sub-County. Judgemental attitudes by parents to their children develops a big gap that frustrate both the parent/guardians and their children. This impacts negatively on school dropout

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rates. The low engagement of parent on education needs of learners lead to school dropout rates.

On the other hand, based on school-related factors leading to dropout, the fear for failure in exams recurrently, cost implication, and teachers 'characteristics including professional qualification and experience were the major determinants of school dropout. With regard to school factors leading to students' dropout, demand for higher grades irrespective of the entry behaviour and the talents of the learner directly contribute to an increase in the school dropout rates.

5.4   Recommendation

The following are recommendations for curbing further school dropout rates in mixed day secondary schools in Laikipia Sub County, Laikipia County:

i. It was evident from the study the discouragement of students who have dropped out of school by long distance between home and school, an aspect that leads to absenteeism. Therefore, the ministry of education should ensure that there are adequate day schools to ensure that students do not walk over long distances to get to school. Where population is sparse, providing free bicycles as means of transport could mitigate dropout. Communities should also embrace a manageable family size that they are capable of taking care of.

ii. The fear of poor performance in academics leading to dropout needs to be countered by establishing a curriculum that covers both practical and theory. Hence, the Ministry of Education needs to critically implement a curriculum that would capture all aspects of students' different personalities, talents and capabilities in order to abolish exam-focused curriculum. There is a need to

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broaden curriculum to address needs of all learners including talent sporting and development and restructure all teacher training institution on how to embrace dynamism in education changes.

iii. Peer influence and early marriages fall among the most influential factors leading to dropout. Thus this is a major concern that can be curbed by professionally training all teachers in guidance and counselling. The teacher counsellor should be relieved of their teaching duties and should preferably be the school chaplain.

iv. It is evident that school environment plays a critical role in students' retention in secondary schools as every student opt for a friendly and a better learning environment towards realization of quality education. Hence, all day secondary schools to be fully developed, equipped and given enough personnel.

5.5   Suggestion for Further Study

Another study should be carried out to evaluate the effectiveness on working relationship between school, learners and parents to ensure a hundred percent completion on schooling. This will unveil other challenges that could be hindering pupils' transition to secondary schools. A different study should be carried out on the relationship between the length of stay within school by the principal and the management of the dropout cases.

Further study to look out on delocalization of principals, impact of Teachers Performance Appraisal Development tool and hundred percent transition on school dropout rates. There is a need for a comparative study on mixed day secondary school and single sex day secondary schools on dropout rates.

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APPENDICES

APPENDIX I: STUDENTS' QUESTIONNAIRES

Instructions

The aim of this is to gather data in Laikipia East Sub-County on determinants of the dropout of students in mixed day secondary schools. The researcher informs you that the information obtained is handled with utmost confidentiality and for academic purposes only, as your school is one of the sampled schools.

a) Do not write your name on the questionnaire, please.

b) The data you provide will be handled with the highest confidentiality..

c) Please give answers to the questions without lying.

d) Indicate your answer option by a tick (√) or opinion where requested..

e) Please answer all of the questions.

SECTION A

Background information

1. Indicate the information about you below;

   Age   (   )   Sex-Boy   (   )   Girl   (   )

2. i) Number of high school years;   2 (   )   3 (   )   4 (   )   5 (   )

   ii) When did you drop out? ....

3. Whom do you stay with;

   a) Both parents   (   )

   b) Mother   (   )

   c) Father   (   )

   d) Guardian   (   )

   e) relative   (   )

   f) Alone   (   )

   g) Any other, specify ....

4. Did your parents go to school?   Yes   (   )   No   (   )

If so, at what stage of education??

Father: Primary   ( ) Secondary ( ) College/ University ( )

Mother: Primary   ( ) Secondary ( ) College/ University ( )

5. How far was the school from home? Near ( ) Moderate ( ) Far away ( )

6. How much time did you spend from home to school
   a) 0 to 15 minutes   ( )
   b) 15 to 30 minutes   ( )
   c) 30 to 45 minutes   ( )
   d) 45 to 60 minutes   ( )
   e) 60 minutes and above ( )

7. Means of transport
   a) Foot   ( )
   b) Bicycle   ( )
   c) Matatu   ( )
   d) Other means, specify_____

SECTION B: Home Based Factors Influencing Dropouts in mixed day secondary school.

8. How many children are you in the family? _____

a) How many of your brothers and sisters have gone to school?

   Brothers_____

   Sisters_____

b) If none give reasons_____

   _____

c) How many started but dropped out of school?

   Brothers_____

   Sisters_____

d) Which class did they drop out from_____

9. Could the following reasons be the cause that contributes to school dropout by your fellow students?

Reasons	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Movement of parent from an area					
Separation of parents					
Excessive home chores					
Inability by parents / guardian to pay school fees					
Lack of parents interest in education					
Irresponsibility due to alcohol abuse					
Sickness					
List any other reason;					

School-based factors affecting students' retention

Reasons	Strongly disagree	Disagree	Undecided	Agree	Strongly disagree
Poor teaching methods					
Lack of learning resources					
Lack enough government teachers					
Strict school rules					
Indiscipline in school					
Lack of motivation					
Unaffordable school fees					

10. Will you accept that fellow students stop coming to school for the following reasons?

Apart from above reasons what other reason other reasons that stop students from attending school? ....

....

....

Analyzing strategies employed by school managers to enhance retention and ensure completion among students.

11. Does your school offer the following services and programmes?

Services and programmes	Yes	No	Not sure
Bursary funds for needy			
County scholarship funds			
Sponsorship for vulnerable and orphans			
Feeding programme			
Enough toilets			
Sanitary towels			
Enough water points			
Student council			
Guidance and counseling programme			
Life skills training			
Student baraazas			
Peer counselors			
Motivation			
Games and clubs			
Clinic days			
Having both male and female teachers			

12. List any other service and programme offered in your school apart from the above in the table.

Thank you for your cooperation

APPENDIX II: TEACHER COUNSELORS QUESTIONNAIRES

The aim of this is to gather data in Laikipia East Sub-County on determinants of the dropout of students in mixed day secondary schools. The researcher informs you that the information obtained is handled with utmost confidentiality and for academic purposes only, as your school is one of the sampled schools.

a) Do not write your name on the questionnaire, please.

b) The data you provide will be handled with the highest confidentiality..

c) Please give answers to the questions without lying.

d) Indicate your answer option by a tick (√) or opinion where requested..

e) Please answer all of the questions.

Section A

Background information

1. Age   ( )   Sex – Male   ( )   Female   ( )

2. Qualification;
   a) Certificate   ( )
   b) Diploma   ( )
   c) Degree   ( )
   d) Masters   ( )
   e) Phd   ( )
   f) Untrained   ( )

3. For how long have you been a practicing teacher?..

4. What type of parents do you have in school?
   Cooperative   ( )
   Uncooperative   ( )

5. How many students are in your school?

Class / Gender	1	2	3	4	Total
Girls					
Boys					
Total					

Section B

Home based Factors Affecting Dropout Rates in mixed day secondary school.

6. Does the following reasons cause drop out of students from your school?

Reasons	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Less parental involvement					
Inadequate or lack of motivation					
Lack of role models in the family					
Family conflicts					
Low financial background					
Ignorance on educational matters by parent					
Lack of study room or conducive learning environment					
Parents with little or no formal education					

To establish how school affect students' retention

7. Do the following factors affect students' sustenance in school?

Factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Inadequate physical facilities					
Inadequate text books and other learning resources					
Teacher absenteeism					
Lack of enough toilets					
Lack of water					
Lack of sanitary towels					
Inadequate food					
Indiscipline					
Lack of teamwork					
Insecurity					
Land grabbers					
Poor school policy					
Huge fee balances on students					
Lack of elaborate guidance and counseling					
Radicalization					
Influence of British army and other forces around					
Presence of horticultural farms					

Analyzing strategies employed by school managers to enhance retention and ensure completion among students.

Services and programmes	Yes	Not sure	No
Sponsorship for orphan			
Feeding programmes			
Enough toilets based on gender			
Sanitary towels and their disposal points			
Games and clubs			
Academic counseling			
Peer counseling			
Enough food			
Enough generating activities			

8. The following resources and programs are open to students in the community?

9. Apart from what has been listed above, is there any other services and programmes offered by school? ....
....

Thank you for your cooperation

APPENDIX III: PRINCIPALS' QUESTIONNAIRES

The aim of this is to gather data in Laikipia East Sub-County on determinants of the dropout of students in mixed day secondary schools. The researcher informs you that the information obtained is handled with utmost confidentiality and for academic purposes only, as your school is one of the sampled schools.

a) Do not write your name on the questionnaire, please.

b) The data you provide will be handled with the highest confidentiality.

c) Please give answers to the questions without lying.

d) Indicate your answer option by a tick (√) or opinion where requested.

e) Please answer all of the questions.

Section A

Background information

1. Age ( )   Sex – Male ( )

                          Female ( )

2. Qualification;

    Certificate ( )   Diploma ( )

    Degree ( )   Masters ( )

    Ph.D ( )

3. For how long have you been a practicing teacher?

4. How years have you served as the principal?

5. What type of parents do you have in school?

    Cooperative ( )   Uncooperative ( )

6. How many students are in your school?

Class / Gender	1	2	3	4	Total
Girls					
Boys					
Total					

7. What is your Curriculum Based Establishment in your school?

   Women   ( )   Men   ( )

Section B

Home Based Factors on learners' Dropouts in mixed day secondary school

8. The factors below indicate the involvement of parents in your school in the education of their children. Kindly tick in the box that corresponds with the response that best describes your level of agreements with the statements.

Factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parents are very supportive to the school administration					
Parents come to school when required to					
Parents support the discipline given by the school to their children					
Most parents pay their school fees as agreed upon					
Parents contribute and support field trips for students outside the school					
Parents meet the educational needs of their children					
Parents motivate their children					
Parents freely participate in electing their representative in Parents Teachers Association					

To establish how school affect students' retention

9. Do the following factors affect students' sustenance in school?

Factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Inadequate physical facilities					
Inadequate text books and other learning resources					
Teacher absenteeism					
Learners under sponsorship are retained in school throughout					
Behavioral problems lead to learners' expulsion					
Lack of sanitary towels					
Inadequate food					
Parents support the discipline given by the school					
Inconsistent allocation of bursary funds disrupts learning programme					
Stakeholders' ignorance of bursary allocation information is to blame for poor retention					
Poor school policy					
Huge fee balances on students					
Lack of elaborate guidance and counseling					
Radicalization					
Influence of British army and other forces around					
Presence of horticultural farms					

Analyzing strategies employed by school managers to enhance retention and ensure completion among students.

10. Are the following services and programmes available to the pupils in the school?

Services and Programmes	Yes	Not Sure	No
Sponsorship for orphans and vulnerable			
Feeding programmes			
Enough toilets based on gender			
Sanitary towels and their disposal points			
Games and clubs			
Academic counseling			
Peer counseling			
Enough food			
Enough generating activities			
Making awareness to stakeholders' on how to get assistance from CDF and other sponsors and well wishers			
School kitty to help the most deserving cases funded by stake holders' and others			

11. Apart from what has been listed above, is there any other services and programmes offered by school?..

....

12. To what extent would you rate learners' retention from form one to fourth form?

Form / Gender	1	2	3	4
Girls %				
Boys %				

Thank you for your cooperation

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