

**SOCIO-ECONOMIC FACTORS INFLUENCING STUDENTS'
DROP OUT IN PUBLIC SECONDARY SCHOOLS IN RONGO
DISTRICT, MIGORI COUNTY, KENYA**

Omollo Atieno Evaline

**A Research Project Submitted in Partial Fulfillment of the
Requirements for the Award of the Degree of Masters in Educational
Administration**

University of Nairobi

2013

DECLARATION

This research project is my original work and has not been submitted for a degree in any other university.

Omollo Atieno Everline
E55/66324/2010

This research project has been submitted for examination with our approval as University supervisors.

Jeremiah M. Kalai, PhD.
Lecturer
Department of Educational Administration and planning.
University of Nairobi

Ursulla A. Okoth, PhD.
Lecturer
Department of Educational Administration and planning
University of Nairobi.

DEDICATION

This work is dedicated to my late parents for educating me, to my husband Mr. Phestus Ojalla and to my loving children Denzel Peter and Divya Cristal for their moral support and encouragement throughout the course.

ACKNOWLEDGEMENT

This study could not have been a success without the assistance of several people and institutions. My first and special appreciation is to God the Almighty, whose guidance saw me through.

I would like to acknowledge the inspirational instruction and guidance of Dr. Jeremiah Kalai and Dr Ursulla Okoth. They helped and offered invaluable assistance, support and encouragement which were vital for the success of this research project. Special thanks would also be fitting to Pr. Yambo Onyango J. M. of Kamagambo Adventist College for his readiness to discuss with me the various options, continued encouragements and timely critiques of the initial draft.

Special appreciation goes to my family members who gave me financial support, spiritual nourishment and physical assistance, I would not have completed my study.

My thanks and appreciation also goes to my colleagues Consolata Ogutu and Janet Anyona who have willingly helped me out with their abilities which helped in the completion of the project. Words are not inadequate in offering my thanks to Mr. Joseph Ndonga who gave me easy time when I really needed extra time from work. To all friends and colleagues who provided all kinds of support in this academic journey, receive my special thanks.

TABLE OF CONTENTS

Title page.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	x
Abbreviations and cronyms.....	xi
Abstract.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	7
1.3 Purpose of the study.....	8
1.4 Research objectives.....	8
1.5 Research questions.....	9
1.6 Significance of the study.....	9
1.7 Limitations of the study.....	10
1.8 Delimitations of the study.....	10
1.9 Assumptions of the study.....	11
1.10 Definition of significant terms.....	12
1.11 Organization of the study.....	13

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction.....	15
2.2 Peer influence and students dropout	15
2.3 Family headship and student dropout	19
2.4 Parent’s financial status and students drop out	21
2.5 Strategies used by principals in enhancing retention of students	24
2.6 Summary of literature review	27
2.7 Theoretical Framework.....	28
2.8 Conceptual framework.....	30

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction.....	33
3.2 Research design	33
3.3 Target populations	34
3.4 Sample size and sampling procedure	35
3.5 Data collection instruments.....	36
3.6 Instrument validity	37
3.7 Instrument reliability.....	38
3.8 Data collection procedures.....	39
3.9 Data analysis techniques	40

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction.....	42
4.2 General background information	43
4.2.1 Gender.....	43
4.2.2 Type of students and categories of school	45
4.2.3 Working experience for head teachers and class teachers	46
4.2.4 Level of education for head and class teachers.....	48
4.3 Peer pressure and students drop out rate.....	49
4.3.1 Head teachers opinions on peer pressure and students' dropout	50
4.3.2 Students' opinions on classmates dropout due to peer pressure influence.....	51
4.4 Family headship and student dropout rate	51
4.4.1 Head teachers opinions on how family headships influence secondary school dropout	52
4.4.2 Students opinions on class mates dropout due to family headship ...	53
4.5 Parents' financial status and student's dropout.....	54
4.5.1 Headteachers opinions on how parents' financial status influence students dropouts	54
4.5.2 Students opinions on the person responsible for the payment of their school fees and other school levies	56
4.6 Strategies used by head teachers in enhancing retention of students in school	57
4.6.1 Opinions of the head teacherson strategies used to retain secondary school students	57

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	60
5.2 Summary of the study	60
5.3 Conclusions.....	65
5.4 Recommendations.....	67
5.5 Suggested areas for further research	70
REFERENCES	71
APPENDIX 1: Head Teachers’ questionnaire.....	75
APPENDIX II: Students’ questionnaire	78
APPENDIX III: Interview schedule for class teachers.....	81
APPENDIX IV: Research clearance permit	83
APPENDIX V: Research authorization	84

LIST OF TABLES

Table 1.1: The number of students' drop outs from secondary school in Migori County	5
Table 3.1 Target population and sample size.....	36
Table 4.1 Questionnaire return rate	43
Table 4.2 Distribution of respondents by gender	44
Table 4.3 Type of students and category of schools.....	45
Table 4.4 Working experience of head and class teachers	47
Table 4.5 Distribution of respondent by level of education.....	48
Table 4.6 Peer pressure on secondary students drop our rate	50
Table 4.7 Head teachers' opinions on how family headship influences students drop out rate	52
Table 4.8 Responsibility of students to their siblings	53
Table 4.9 Parent financial status and students' drop out	55
Table 4.10 Students response to persons responsible for their school fee and other levies payment	56
Table 4.11 Students response to how they visit counseling department.....	58

LIST OF FIGURES

Figure 2.1: The factors influencing students drop out at secondary level...30

ABBREVIATIONS AND CRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BB	Boys Boarding
BOG	Board of Governors
CDF	Constituency Development Fund
D.E.B	District Education Board
D.E.O	District Education Officer
DQASO	District Quality Assurance and Standards Officer
EFA	Education For All
HIV	Human Immuno deficiency Virus
ICT	Information Communication Technology
KIE	Kenya Institute of Education
KNUT	Kenya National Union of Teachers
MDG	Millennium Development Goals
MOEST	Ministry Of Education Science and Technology
NACC	National Aids Control Council
NACOSTI	National Council for Science, Technology and Innovation
NGO	Non – Government Organization
PDE	Provincial Director of Education
UNICEF	United Nations Children Education Fund

ABSTRACT

The study was undertaken to investigate the socio-economic factors influencing public secondary school students' dropout in Rongo District. The study sought to determine the influence of peer pressure, family headship, parents' financial status on students' dropout in Rongo district. The study also sought to establish the strategies used by the head teachers in retention of secondary school students. The statement of the problem showed that the district had a dropout rate of 43 percent as compared to the neighboring districts like Uriri, Awendo, Nyatike, Kuria and Migori which had the following percentages 25, 9, 27, 23 and 28 despite the similar government's strategies availed to all the public secondary schools and the coverage of the same syllabus throughout the country. The study therefore sought to unearth the underlying factors leading to the high dropout rate.

The study was confined to public secondary schools in Rongo District focusing on form 3 and 4 as they have been in school long enough to understand the schooling process. The descriptive design which involved qualitative strategies to data collection was employed. A total number of 755 pupils, teachers and head teachers were targeted for the study. A sample of 235 respondents was identified as follows, 200 students, 20 principals and 15 class teachers. Both probability and non-probability sampling techniques were used for various respondents. Data collection was done using questionnaires and interview schedules as the main research instruments.

The data was analyzed using frequencies and percentages presented in tables and discussed as per the literature review in chapter two. A cross tabulation design was used to establish the findings and revealed that peer pressure influenced student drop out with 43.75%, family headship with 50%, parent financial status with 81.25% and finally principal's strategies like the formation of guidance and counseling departments and motivation of students contributed in students' retention. High dropout was as a result of parent/ guardian financial status and family headship which lead to inadequate guidance/ mentorship to the students. Poverty was critical as it led to inadequate school supplies and neglect of school activities like attending the parent/guardian meetings when invited by the school.

The study concluded that in most cases where students are most often sent home there are high chances that some never returned to school and most schools did not support the learners who were coming from poor background. It can therefore be concluded that socio-economic factors highly influence the retention of students in secondary school.

Recommendations noted for the study called for the collaborative efforts by the government and other education stakeholders to support and provide for the learners who cannot afford the rising financial conditions of learning. Guidance and counseling, close interactions with the teachers by the students, proper syllabus content delivery are other measures to be upheld. Performance reward should be effective to aid in motivation of both the teachers and the students. The Ministry of Education should ensure proper dissemination plan covering the head teachers, teachers, pupils and parents. This coupled with close monitoring at the grass root level should put in place a high level of retention in the implementation process. The government should employ more teachers to help curb the discrepancies of teacher students' ratio. Further research should be done on the effects of student stress on their (student) performance, the influence of student's environmental background on their retention and the extent to which student motivation influence their retention.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The dropout problem has caused negative economic development and resulted to wasted talents and the incompetent labor force in most parts of the world. This can be evidenced by economic and social stagnation in some parts of the world. Processes of change brought by student dropout have become so rapid and intense that they give rise to major social economic challenges which can have disruptive effects on traditional lifestyles, morals, religious beliefs and everyday patterns without clear new values (Barton, 2005).

According to Drewry (2007) the problem of dropout did not begin until long after compulsory education laws came into being in the late 1800s and early 1900s in the United States of America. Societal turmoil after World War 1 created a need for consistency in behavioral norms and expectations and reinforced the need for compulsory education (Drewry, 2007).

Giddens, (2006) discovered in her study, that because of self-imposed marginalization brought about by leaving school, the socio-economic consequences are an increased need for public assistance by those who drop out and, to some degree, move away from society and its institutions. Development of the dropout problem was identified in the 1940s and 1950s. (Drewry, 2007). After world war 11, completing high school become the expectation and dropping out of school became un acceptable to society in general.

A study carried out by Mooney, Knox, and Schacht (2007), in the United States of America indicates that 13 percent of 16 to 24 years old dropout of high schools. They are not presently enrolled in any school and the dropout rate is as high as 55 percent a clear declaration that society and the educational institutions are not providing for the welfare of its entire student (Giddens, 2009). However in the Netherlands, the dropout rate is near 0 percent due to stable and balanced socio-economic factors (National Center for Educational Statistics, 2004).

In the increasingly global context, what is striking is the diversity of educational provision across the world (Giddens, 2006), a fact that can highly influence the environment from which the student hails from

making him/her to remain or drop out from school. A research done by Mutwol, Cheserek, Boit and Mining (2012), indicates that socio-economic factors has the highest effect in the participation of students in secondary school education. Some of the factors they listed include: poverty and low income level of the parents.

In a survey done by Bruneforth (2006), on Burkina, Ethiopia, Kenya, Mali, Mozambique, Namibia, and Nigeria on the characteristics of children who drop out of school, more than half of all children aged 10 to 19 years left secondary school without completion this was majorly due to lack of a combination of social and economic factors more specifically to income and social position. The low enrolment rate over the last decade in Kenya's secondary schools has been caused by high cost (The average annual unit cost for secondary education is five times higher than primary education) and poverty with an estimated 30 percent dropout rate, due to these socio-economic factors alone (Sessional Paper No 1 of 2005). Many of the high school learners are going under challenging conditions with a relative lack of adult guidance and support (Giddens, 2006).

Traditional notions of masculinity are under threat and there is no stable vision of the future due to the peer pressure the learners face while at school. For them, growing up against these turbulent back- drops, schools may appear irrelevant or too authoritative rather than a site for opportunity and advancement (Giddens, 2006).

Every secondary school in Kenya has its own culture and have been allocated the task of achieving social equality, overcoming material disadvantages and eradicating prejudice (Giddens, 2011), as it is not the individual that suffers as a result of dropping out but also does the society. Table 1.1, shows the number of students who have dropped out from secondary schools in Migori county due to various socio-economic factors.

Table 1.1: The number of students who have dropped out of secondary school in Migori County

Years	Uriri	Rongo	Awendo	Nyatike	Kuria	Migori
2008	4	7	2	9	5	-
2009	3	9	-	3	2	8
2010	8	8	4	11	9	12
2011	4	10	3	2	3	5
2012	6	9	-	2	4	3
TOTAL	25	43	9	27	23	28

SOURCE: *Migori County Education Office- 2012*

Table 1.1 show that 43 students dropped out from secondary school in Rongo District for the last five years. This number is higher as evidenced in comparison to Awendo, Kuria, Uriri, Nyatike and Migori districts respectively and therefore poses an academic concern.

There is growing evidence that high rates of HIV/AIDS infections and socio-economic status in Nyanza Province specifically, Rongo District are due in part to the weakened health of impoverished people (Stillwagon,

2001). Because of the death caused by the above infection, families are left to be headed by young children, who may be economically unstable and at the same time attending secondary education, or single mothers/fathers thus increasing the tendency to drop out of secondary school (Coleman, 1988).

Epstein and Sheldon, (2002) in their studies states that many researchers agree that attendance improved with increased networking among school personnel, parents, students and community members. The physical maturity of secondary school learners in Rongo District must be accompanied by a process of social learning if we are to develop as acceptable members of the society: the learners must be ready to learn, internalize and finally practice what is taken to be society's ways of life with keen supervision of the head teachers.

The principals should ensure that these factors as: peer pressure, family headship, parent's financial status and the relevant strategies are adequately sourced and manned by highly skilled personnel. Drewry, (2007) and Mutwol, Cheserek, Boit and Mining (2007) concentrate more on social factors alone. The influence of socio-economic factors on secondary school students in Rongo District, Kenya has not been focused

to provide the insight into how it can be handled for effective retention in secondary school. Researcher therefore identified this wide gap to be filled with current and relevant information.

1.2 Statement of the problem

An environment with indifference, ignorance, social discord, improper family care and guidance, permitting deviant behavior (Giddens, 2011), may make a student grow as an ill-trained person, socially maladjusted or fiddle minded individual and uncaring (Giddens, 2006). The ability of such a student to learn is greatly impaired.

Implicit in this difference, may include the socio-economic factors like continued poverty, inadequate housing, peer influence, lack of parental guidance as well as being underserved within other services by the school management. The government of Kenya is working very hard to help learners at all levels so as to remain in school and complete their studies. This is evidenced by provision of bursaries, school feeding programs, classrooms built by CDF and provision of subsidized secondary school fees.

Ombuya, Yambo and Omollo (2012), did not address socio-economic factors influencing secondary school students dropout in Rongo District, hence creating knowledge gap for this study which is to determine the socio-economic factors influencing public secondary school students' dropout in Rongo District, Migori County.

1.3 The Purpose of the study

The Purpose of this study was to determine the socio-economic factors that influence public secondary school students' drop out in Rongo District, Migori County.

1.4 Research objectives

The research study had the following objectives,

- i. To establish the influence of peer pressure on secondary school students drop out in Rongo District.
- ii. To determine the extent to which family headship influences secondary school students' drop out in Rongo District.
- iii. To determine the effects of parent's financial status on the secondary school students drop out in Rongo District
- iv. To establish the strategies used by the principals in the retention of the secondary school students in Rongo District

1.5 Research questions

The following research questions were generated to guide the study,

- i. To what extent do peer pressure influence secondary students drop out in Rongo District?
- ii. How does family headship influence secondary school student drop out in Rongo District?
- iii. How does parents' financial status influence secondary school students drop out in Rongo District?
- iv. What are the strategies used by the head teachers in the retention of the secondary school students in Rongo District?

1.6 Significance of the study

This study will be aiming at providing information with regard to socio-economic factors influencing secondary school students drop out in Rongo District. The findings will be of value to all secondary school educators, policy makers on education, parents, education planners and future researchers as it was expected to contribute towards enhancement of training programmes, enriching existing literature and advancement of knowledge. This study will definitely provoke future research in the area of socio-economic factors and academic attainment in school.

1.7 Limitations of the study

This is an aspect of the study that the researcher knows can adversely affect the results or generalizability of the results of the study but over which he/she has no direct control. The study anticipated difficulties with the respondent and non commitment to provide prerequisite information due to perception of respondents towards socio-economic factors and its correlates such as lower education, poverty, and poor health. These were slightly met.

The study was limited in scope as only chosen schools in Rongo District were studied; therefore results may not be entirely a reflection of the nation as a whole but the findings can be the starting point for further investigation on socio economic factors influencing secondary school students drop out in general. These short comings did not hinder the study from being taken as the researcher reassured the respondents that the information was confidential and would only be used for research purpose.

1.8 Delimitations of the study

The study was delimited to public secondary schools within Rongo District, Migori County. Private secondary schools were not included

since the socio economic factors that would influence their students dropout could be contained by their parents or guardians who are capable to provide for their socio economic needs with minimal constrains.

The findings was not generalized to other district since Rongo is a semi urban district with its unique characteristics that may not be found in other districts with rural and urban settings.

Respondents for the study included: principals, class teachers and the students drawn from public owned secondary schools.

1.9 Assumptions of the study

All the participants would be honest and faithful in answering the questionnaire items and interview questions. The researcher does not know the particular socioeconomic factors that influence the high school student drop out. All the students sampled for the study had gone through same level of education in terms of teaching time and are suppose to cover the same syllabus. All the high schools within the District use the same curriculum developed by the Ministry of Education. The subsidized secondary school funds are provided to all the students in the public secondary schools.

1.10 Definition of significant terms

The following were the significant terms used in the study,

Dropout refers to students leaving before attaining the required period and credentials at the secondary school.

Economic factors refer to anything that affects the economy of the society such as money, labor, new discoveries, supply and production of goods.

Family headship refers to the person responsible and accountable for everything that goes on within the family which is the smallest social institution in the society.

Socio-economic factors refer to a combination of social and economic factors more specifically to income and social position.

School related factors refers to variables of a secondary school which may have a direct input on pupil's decision to leave school e.g. motivation, interaction processes, support decision making, goal setting, and control process.

Financial status refers to a measure of an individual's or family's financial ranking relative to other families.

Strategies refers to proper planning by engaging all stake holders in school and the use of relevant leadership styles in order to attain the required objectives and goals of the school.

1.11 Organization of the study

The study was organized into five chapters. Chapter one dealt with the background, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study and definitions of significant terms. Chapter two comprises the review of related literature which gave more insight to the research in the following areas, peer pressure and student dropout, family headship and student dropout, parent's financial status and student dropout and lastly, principals' strategies in student retention. It also contains theoretical and conceptual frameworks. It was followed by chapter three which dealt with research methodology which included introduction, research design, target population, sample size and sampling procedure, data collection instruments, validity and reliability of instruments, data collection procedure and data analysis techniques. Chapter four dealt with data analysis and interpretations. Finally, chapter five contained summary of

the findings, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter was devoted to review the related literature. Students dropping out and failing to do a national examination is a concern for nearly everyone. Literature was reviewed to get opinions and views on the following main topics: Assessing the contributions of peer influence towards high school students' drop out, family headship and student dropout, parent's financial status and the secondary school students' drop out and strategies used by the head teachers in the retention of the high School students in Rongo District.

2.2 Peer influence and students dropout

Peer influence among secondary students, which is a kind of a social pressure on them to adopt a type of behavior, dress, or attitude in order to be accepted as part of a group, affects them either positively or negatively. This is to say there are students who influence others positively as they display discipline and become role models for others to emulate or negatively as they portray social problems like immoral behavior because

at this level, the youths seek to establish their independence from their parents due to new life styles, growth of unruly character epitomized by drug addiction, alcoholism, wild cat, strikes in schools and carefree sex behaviors (Castillo, 2010).

Peer pressure which can bring about dropping out of school is one of the most serious important issues being emphasized by the developing governments of the world (UNICEF, 2001). However, certain factors encroach in and impede the educational progress of young people in the society. Such factors include, early marriages, pre-marital sex leading to pregnancy, socio-cultural factors, and geographical factors among others. A research carried out by Drewry, (2007) to examine the extent to which peer pressure influence school dropout in USA revealed dropouts reported significantly higher rates of cigarette, marijuana and other illicit drug usage than student who graduated from high school.

Duflo, Pascalia, and Michael (2010) in their study on gender gaps in education also realized that adolescent pregnancy brought by peer influence mostly results in the dropping out of girls' and their continuity to secondary school education. Many of such girls end up in marriage or

abandoned at home without any academic achievement realized. Similarly, boys are equally endangered because when they drop out of school they engage in some activities which are detrimental to their dear lives and prone to poor health hazards. (Kadzamira and Schiwana, 2000).

When discussing how peer influences students' choices, Castillo (2010) states that the kind of friends that the students in high school make differs according to students gender, social class, race-ethnicity and academic background. Consequently, some students are more likely to have friends who are careless about school learning and are less likely to associate with peers who care about school. The students may drop out of secondary school due to pressure of rejection by peer making them to feel lonely and disassociated from having friends to fit with into a group.

Sometimes unknowingly, a parent may put too much pressure on their son or daughter by trying to drive them in the opposite direction as opposed to the clique they belong to and often the student can fail to meet these demands put upon him or her (Castillo, 2010) particularly on educational matters. Each of these problems can be resolved because education is extremely important to the victim in the future. If the students are bullied

by the peer they can report to the school administration that will ensure that every student has a free and fair learning environment and bullying laws are put in place to protect the innocent and press charges on the bullies no matter their age (Teachers Proficiency Course, 2012).

Aaron, (2009) asserts that, there are three main categories of peer influence that can lead to dropout. They include: Outside influences-brought by friends and peer pressure from other high school dropouts, lack of interest in gaining education and teen pregnancies which has accounted for a higher percentage of girls who drop out of secondary schools. These categories can only be managed by the head of the institutions with the support of the parents and other education stakeholders.

Rejected students by peers are normally discontented with themselves and their relationship with other students may be wanting. Results from different researchers indicate that, on average, about 25 percent of low-accepted children drop out of school compared to 8 percent of other children, according to the National Network for Child Care at Iowa State University. Parents and the school administration may need to seek professional psychological help for children suffering from negative peer

influence by establishing a strong guidance and counseling department with skilled personnel and a good religious foundation.

2.3 Family headship and student dropout

Establishing arenas for education in the community in which learning is the norm, students feel obliged to learn and expedite the process of retention (Epstein & Sheldon, 2002) failure to which may lead to the learner's dropping out. Research done by McNeal, (1999) found that all females and African American male stay in school increased as their mother's level of education increased. Similarly in Africa the same phenomenon has been experienced that in families where mothers are enlightened and educated, children go to school steadily without dropping. (Yambo, 2012).

Multiple theories have been related to the drop out problem. Many of these theories contains: - strands relating to family socialization theory which relates that, the tendency to drop out of school is due to lack of high expectations from parents (Drewry, 2007). Students whose parents monitor and regulate their activities, provide emotional support, encourage

independent decision making and are generally more involved in their schooling are less likely to drop out of school.

In the study, Drewry focused on family structure and parental practices as factors for high school completion and that, children in families with two birth parents receive more parental encouragement and attention with respect to educational activities than children from non-intact families. She also found that, children from single parents and step parents families are more likely to exhibit signs of school disengagement than children who live with both birth parents.

McNeal in his research combined traits associated with family structure and found that, the likelihood of a student completing school will decrease by about 12.5% when a student only has one parent and multiple siblings and by 22.5% when all three negative family structure factors (Single parent, multiple siblings, and no maternal college attendance expectations) are present.

The available burden some sources of income within Rongo District such as sand harvesting, cane cutting, stone carving, motor cycle transport, tea and coffee picking in some areas have diverted some of the high school learner's attention from school as they have to double the work of being the providers of their families and attending schools.

2.4 Parent's financial status and students drop out

Tawanda and Gordon, (2004) states that there are other major out of school factors that hinder the students from accessing secondary school education. These factors also affect the academic achievement and the retention in secondary schools. These factors includes: inability of many parents to raise school fees, lack of money for uniforms, books, pens and other costs associated with school.

Survey done by UNICEF (2004) pointed out that there are also school factors such as lack of proper school equipment and thefts. There is substantial evidence in the literature that consumers are sensitive to the cost of education and that fee remains a major barrier for many families as stated by Crowder and South (2003).

Rono, (1990) confirms in his study that in rural areas, it is not uncommon for poor families to endorse early marriage for girls to lighten the family's economic burdens, and becomes a reason for such girls to leave school prematurely. The high cost of schooling and the inability of poor students to buy uniforms and acquire other basic necessities may encourage them to seek sexual relationship with older men and women, in the case of boys who can provide them with money to use (FAWE, 1994). The effect of this relationship results into pregnancy of such girls and boys might be infected with health related diseases, then they are all expelled from schools, thus cutting short their schools careers (FAWE, 1994). Even though such students are encouraged to return to school after delivery of the baby, it becomes a difficult task for them because there would be nobody to remain at home with the child born or the girls themselves fear of being ridiculed or feel stigmatized (Corcoran, 1995).

Parents opt to withdraw their daughters from school during economic difficulties due to the mistaken view that educating boys is crucial given their ultimate role as family heads and bread winners and the belief that boys are more intelligent than girls; and the girls are less success-oriented than boys a fact that is supported by World Bank's (2009) statistics that

the secondary school net enrolment rate for boys is approximately 51 while it is 48 percent for girls.

Research also reveals that socio – economic status and retention in school is inseparable (Drewry, 2007), this is to say, socio – economic status of students affects retention in school and retention determines one’s level in society. A research done by Drewry, on high school dropout found that widespread differences in dropout rates among members of all race and sex groups can be explained mostly by the culture index or the amount of reading materials in the household, she found that access to time and monetary assistance significantly related to completion of high school.

Another study done by Texas Migrant Educational Development Centre, 1974 as stated by Steinberg, Blinde and Chan, (1984) unveiled that the highest proportion of school failures, dropout and adjustment problems and long disabilities occur among lower socio-economic class children, who often come from educationally unstimulating home environment. Although many parents want their children to perform well in school, they are often unaware of what they can do to help them. When socio-

economic factors are taken into consideration then high retention can be guaranteed especially when learning conditions are conducive.

2.5 Strategies used by principals in enhancing retention of students

The government policies and programmes which are overseen by the principals, target all children regardless of background status and economic stability of the household in which they live. Many researchers concur in their research that school attendance improve with increased networking among school personnel's, parents, student and community members.

Strengthening the retention rates have been shown to have an association with a decrease in dropout tendency within the community (Epstein & Sheldon, 2002). Principals are delegated the responsibilities by the Teachers Service Commission to be the overall organizers, coordinator and supervisor of all activities in the school and also responsible for improving and maintaining high training and learning standards (Teachers Proficiency Course Training Manual, 2012).

Studies by Zimmerman (2002) notes that there is a link between the output of a school and administration strategies which can help the head teachers

have the right people in the right place doing the right things at the right time for the right people aiding the realization of organizational goals. Drewry, (2007) supports this by stating that, low absenteeism and dropout rates are associated with small orderly school environment where problems are dealt with in a prompt, effective manner and all students are engaged in learning.

A research done by Lydiah and Nasongo, (2009) states that to improve the management of the school, the head teacher should set a clear vision for the school and communicate this vision to the students, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution. Lack of vision in management of schools often leads to imbalance in the allocation and use of resources which can reduce the motivation of learners in schooling hence leading to dropout. The government has delegated the management of its educational institution to a board of trustees commonly known as Board of Governors (BOGs) who should work together with the principals who in turn help them in the areas of establishing a strong guidance and counseling department and responsible for QUAS in the school (Teachers Proficiency Course Training Manual, 2012).

Strategies are proper planning of engaging all stake holders in order to attain national ownership, alignment of objectives, harmonization of procedures, approaches and a coherent financing arrangement just to ensure the overall policy goal of achieving Education For All (EFA) and the government's commitment to attainment of Millennium Development Goals which will ensure all Kenyans have the right to quality education and training without dropping out (Sessional Paper No. 1 of 2005).

Considerable amounts of work have been undertaken by the education stakeholders to review existing coordination, management and accountability system in the MOEST. The first is the new post of education secretary and the streamlining of existing divisions into five new directorates which includes basic, technical, higher education, policy and planning and lastly quality assurance and standards.

Schools can make a difference to student's retention rate and the principal's leadership style is one of the factors which contribute to student's dropout. These styles depend on the person doing the classification. The leadership style based on the amount of freedom that the leader allows to others in making decision is the most common which

can make a learner depending on the abilities to stay or drop out of school (Northouse, 2004).

2.6 Summary of literature review

The variables in the study includes, peer pressure, family headship, parent's financial status and principal's strategies. These variables negatively affect the education achievement which in turn influences drop out. The principals being the managers of secondary schools should be very tactful in executing their duties as they try to uphold their school performance standards balancing it with the retention of learners in schools.

Studies on factors influencing secondary school students' dropout have been done in various parts of the world and in parts of Africa by Bruneforth (2006) and other researchers in Kenya like Obunga, (2011) who focused on factors influencing dropout rate for girls. They both agree that the main factor influencing student dropout is majorly financial status of the parent/guardian but Obunga asserts that the factors vary according to the socio-economic, cultural and geographical setting of the region.

The schools must identify their unique needs and develop strategies and programmes to meet these needs in line with MOE objectives to promote students' participation in education.

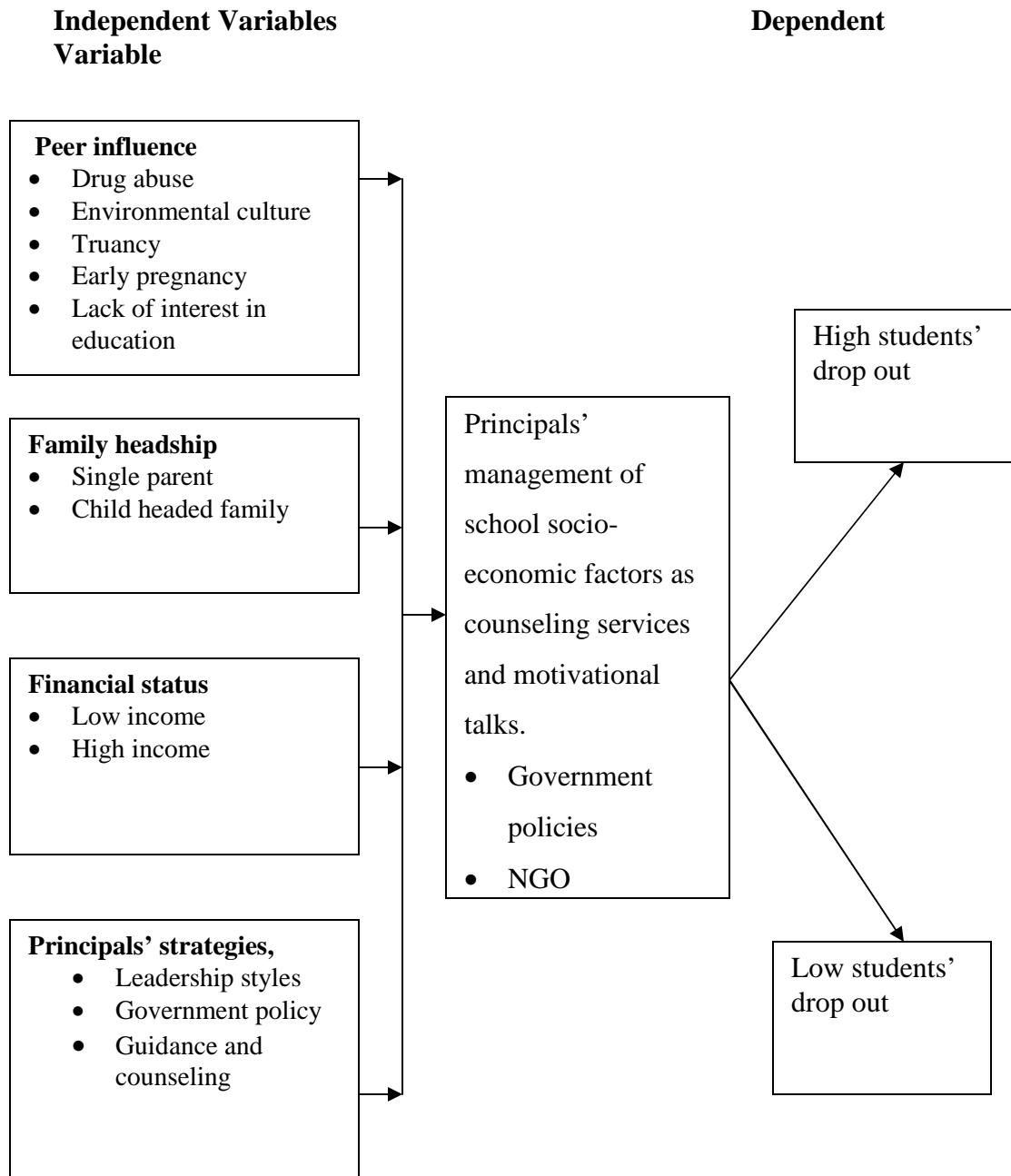
2.7 Theoretical Framework

The theoretical framework applied in this study is that of Systems Theory, a model by Ludwig von Bertalanffy in 1928, cited in Richard, Fremont and James, (1964). This theory contends that all parts of an organization are interrelated such that changing one part of the system in a school affects other parts as well. The theory views a school (organization) as a complex social system whose properties cannot be known from analysis of the constituent elements in isolation. Hence for effective management of retention emphasis should shift from part to whole. As applied to this study, the system theory holds that the different factors in the system that influence the dropout of the learners must be managed together, paying attention to all of them without over looking some factors over the other in order to produce a common whole (high retention). As applied to this study therefore, the independent variables are: peer influence, principal's strategies, parental socio-economic background, and family headship as they are likely to cause school dropout, while intervening or moderating

variables were Principles management of school's socio economic factors and finally, the dependent variable which are high or low rate of dropout. This theory was further conceptualized as shown in Figure 2.1.

2.8 Conceptual framework

Figure 1: The factors influencing students drop out at secondary level



The conceptual framework shows the interrelationship between various factors thought to cause school dropout. The four factors are hypothesized to influence the dropout rate. The framework postulates that peer pressure, family headship, parent's financial status and principal's strategies influences the dropout rate of secondary students. However the influence may be modified by principal's management skills like guidance and counseling, motivational talks, government policies and NGO's interventions programmes on education. It will be noted that high dropout and low dropout rates of student will be dependent variables or the output.

The first variable relates with some negative peer influence like drug abuse, environmental culture, truancy and lack of interest in education which can make the student drop out of school. Both parents are supposed to take care of the family but situation can arise to make it be headed by a single mother, a single father, a guardian or by a child who may be the student. Such situation can be caused by separation or death of either the parents due to HIV/AIDS or any other source which leads to orphan hood and child labor this will interfere with student retention in school. High or low financial status can interfere with student retention in school in that when the student comes from a well to do family where everything can be

provided without any difficulty she /he can be over contented with the parent's wealth and fail to act within the school requirements. In the way low financial status has an upper hand in student drop out. This happens when the family cannot be able to provide for the children educational needs due to financial constrain. When the family is composed of unemployed parent/s the level of poverty will be high. The good or bad learning environment is mostly brought by the principal of the school. Ranging from quality of teaching, lack of physical facilities, materials and equipments, administrative skills, internal and external efficiency can make the student have either positive or negative believes towards school. These can be modified by the principal's strategies put in place like leadership styles, good student teacher perceptions, frequency and organization of the school programmes and creating awareness to the students.

Once all these determinants are overcome, student can be able to remain in school to pass through all the levels from form one to form four and graduate at the right time as none is left behind.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research methodology of the study under the following sub- headings; research design, target population, sample size and sampling procedure, data collection instruments, validity and reliability of the instruments data collection procedure and data analysis techniques.

3.2 Research design

The research design of the study was descriptive survey, Orodho (2005) states that this is a method of collecting information by interviewing or administering questionnaire to a sample of individuals. The design was identified as the most convenient and could ensure that the data obtained gave answers to the research questions. Descriptive survey is used when a researcher intends to describe a situation or a condition as it is (Kothari, 2004).

The study could consume more resources and take much longer if longitudinal survey was used. The cross sectional survey enable the researcher to provide numerical descriptions of the effects of socio-

economic factors on school dropout rates in Rongo District form just a part of them (Oso & Onen, 2009)

3.3 Target population

According to Borg and Gall (1989), target population or universe of the study is described as all members of real or hypothetical set of people, events or objects from which a researcher wishes to generalize research study.

The study was carried out in 20 public secondary schools within Rongo District (Rongo District Education Office, 2013) with the following strata: girls boarding secondary 1, boys boarding secondary 4 and mixed day secondary schools were 15. The study targeted specifically 636 form three and form four students (because they have been in these schools long enough to give the needed information for this study). To generate data 20 principals from the secondary schools were involved, together with 40 teachers who were the class teachers for form threes and fours. The institutions were selected based on their geographical positions within the district and on the provision on the nature of the school (day/boarding mixed or boys/girls boarding) and therefore the findings was generalized for schools in the whole district.

3.4 Sample size and sampling procedure

In this study, three groups of respondents namely; students, principals, and class teachers were involved. The sample frame was 20 public secondary schools within Rongo District. The selection of principals was purposive because they are already known and are few in the district. Best and Kahn (2006) suggests that when the sample size is small, all the entities can be considered. To select the students, the researcher considered 30 percent of the total number of form threes and form fours within the district that were then picked through random sampling after obtaining a list of names from the class teachers. Similarly 30 percent of class teachers were picked through random sampling. The entire sampling matrix yielded a total of sample size of 235 for the purpose of the study. The researcher used table 3.2 for determining sample size of the populations given as bellow:

Table 3.1 Target population and sample size

Respondents	Target population	Sample size
Students	636	200
Principals	20	20
Class teachers	50	15
Total	706	235

3.5 Data Collection Instruments

Two instruments were used to collect data for this study, these includes questionnaires and interview schedules. Questionnaires was designed for principals and students to form a major data collection tool as it allowed the study to include large samples for representativeness to inform the study on practices, opinions and attitudes of respondents (Mugenda & Mugenda, 1999) with regards to socio-economic factors influencing secondary students' dropout.

The questionnaires was divided into section A and B. section A of each questionnaire which collected data on background information of the respondents and section B which targeted school strategies and student consideration on dropout with items of attitude scale positively worded

statement for students with scores ranging from Yes to No. An interview schedules for the class teachers was designed to collect data to document adequacy, relevancy and availability of facilities and resources for school retention.

3.6 Instrument validity

According to Best and Kahn (2006), validity is the degree to which an instrument measures what it purports to measure. After examining the document, the department provided a feedback which the researcher incorporated in the final questionnaire and the interview schedule used in the study. . Instrument validity ensured content items were representative through a pilot survey. A pilot study test was carried out on 10% cases drawn from the target population outside the study. Mulusa, (1990) recommends 10% of the cases for a pilot test in a descriptive study.

A total number of 20 students were used while 4 class teachers and 2 head teachers were involved respectively. This proceeded questionnaire administration which was meant to create good rapport with respondent and to reveal ambiguities, inconsistencies, bringing into light any weakness of questions (Mugenda & Mugenda, 1999).

3.7 Instrument reliability

Reliability is the extent to which research results are consistent over time, over place and over methods (Oso & Onen, 2009). A reliable instrument is the one that constantly produces the expected results when used more than ones to collect data from two samples randomly drawn from the same population.

To test for the reliability of research instruments, the researcher applied the test –retest technique. The same questions were administered to the same group within a time interval of two weeks. A reliability co-efficient was then calculated to indicate the relationship between two sets of scores obtained. Pearson product moment formula was used to calculate the correlation.

Pearson Coefficient of correlation

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) \left[\sum y^2 - \frac{(\sum y)^2}{N}\right]}}$$

Where $\sum xy$ = sum of the gross product of the values of each variable.

$(\sum x)(\sum y)$ = product of the sum of x and the sum of y.

\sum = sum of the values.

The value of r lies between + 1 or -1 positive values of r indicate positive correlation between two variables (Kothari, 2004). A value nearer +1 or - 1 indicate high degree of correlation and can be used to judge the instrument as reliable the value for r after the correlation was 0.937 for the head teachers' s and 0.931 for the students' questionnaires were obtained indicating that the instruments were reliable for use.

3.8 Data collection procedures

The researcher used the letter of approval from the department of educational administration and planning to get a permit from the National Council of Science and Technology which was used to visit the Rongo D.C and D.E.O offices to get authority in order to visit schools administrators. The questionnaires were then personally delivered to the subjects by the researcher. The respondents then filled the questionnaires as the researcher waited, clearing misconceptions and misunderstandings. Arrangements were later made to collect any remaining tools within a week to reduce mishandling and mismanagement of questionnaires. Schedules of activities were drafted, showing activities to review, successes to uphold and failures to address on a daily work plan so as to

tackle areas that needed improvement and to help avoid omission. After collection of instruments they were examined for completeness, comprehensiveness, consistency and reliability.

3.9 Data analysis techniques

After data collection, the responses to the questionnaire were coded, and then data was entered into the computer for analysis. Data was summarized, organized according to research questions, arranged into themes and resented narrative form. Tabular forms indicating averages, percentages and frequencies were used.

Editing to ensure accuracy and reliability of the information contained in the transcripts was done to raise accuracy of information and ensuring that all desired information was conceptualized, coded, connected and verified to ascertain accuracy and reliability, reducing possibility of mismatch between available information and what was intended to be tested as per research questions.

Mugenda and Mugenda, (1999) observes that the SPSS is known for its ability to process large amount of data given its wide spectrum of statistical procedure purposefully designed for social sciences. In the descriptive analysis, data was analyzed to assess the frequencies of peer influence, family headship, parent's financial status and the strategies used

by the principal on secondary school students' drop out. Simple tables were adopted to form a basis of drawing conclusions.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The discussions on this chapter are based on each of the objectives and questionnaires that guided this study. These objectives included: To establish the influence of peer pressure on secondary school students' dropout, to determine the extent to which family headship influence secondary school students' dropout, to determine the effects of parent's financial status on the secondary school students' dropout and lastly to establish the strategies used by the head teachers in the retention of the secondary school students. The analysis and findings of this study are presented on frequency tables and percentages depicting the findings. Brief discussions of what the data seems to portray followed.

Table 4.1 distribution of questionnaire return rate

Respondent	Delivered	Returned/Interviewed	Percentage%
Head teacher	20	16	80
Student	200	150	75
Class teacher	15	15	100
Total	235	181	85

4.2 General Background Information

This section sought to find out information from the head teachers and the class teachers, which included their gender, type of school they head, number of years they have served as head teachers, highest level of education, number of students who dropped out of school prematurely in the years 2009-2012, number of teachers in guidance and counseling department and the number of teachers in their schools.

4.2.1 Gender

The head teachers and the class teachers were asked to state their gender. This ensured that research instruments administration was as gender

sensitive as possible targeting both genders. The information was tabulated as below.

Table 4.2 Distribution of respondents by gender

Gender	Head teachers		Class teachers	
	Frequency	Percentage	Frequency	Percentage
Male	10	62.5	5	33
Female	6	37.5	10	67
Total	16	100	15	100

Table 4.1 shows that there was indication of acute gender imbalance as most of the head teachers were males. This implies that there were more male than female in this study. It is believed that schools that are headed by male head teachers have strict rules and regulations to be followed that can make the students not to drop out and that male are best disciplinarians. For the class teachers, the indication of acute imbalance was that there were more female class teachers than male . This could be based on the assumptions put forward by Obunga, (2011) that, female can attend to calls pertaining to individual’s needs and due to their motherly love, patience and kindness for students which is an absolutely absent in most men if not all.

4.2.2 Type of students and Category of school

The researcher was interested in the school type and category as shown in table 4.2. the type of school indicate whether the students in a school are boys or girls. Category denotes whether the school is a boarding or day meaning that some students resides at the school while other students go back home after school hours. Different types of schools were targeted to provide an equal and unbiased chance of appearing in the sample.

Table 4.3 Type and category of schools

Response	Frequency	Percentage
Mixed Day	8	50
Mixed Day/Boarding	2	12.5
Girls Boarding	1	6.25
Boys Boarding	4	25
Total	15	100

Table 4.2 shows that most of the schools were mixed day, followed by mixed/boarding, then boys boarding and lastly girls boarding. The high number of mixed day is expected as the Ministry of Education advocates for more day secondary schools thus promoting access and equity in education (Ministry of Education, 2007). Education is made affordable

since day schools charge less school fees. Future studies could find out if head teachers' strategies are influenced by type, category and size of the school. The boys boarding secondary schools are more than that of girls which is just one. This could be caused by the attitude the society have towards secondary school girls as they can be viewed as mature women ready to get married and more often than not the parents may put pressure on their daughters to get married instead of continuing with education as supported by Rono, (1990)

4.2.3 Working experience for head teachers and class teachers

The experience was relevant to this study as previous research revealed that principals with higher years of experience tend to have higher level of job satisfaction in communication, pay, promotion and decision making.

The responses were presented in table 4.3 below.

Table 4.4 Working experience of head and class teachers

Experience	Head Teachers		Class Teachers	
	Frequency	Percentage	Frequency	Percentage
1-5 years	3	18.8	2	13.0
6-10 years	6	37.5	7	47.0
11-15 years	4	25.0	4	27.0
16 years and above	3	18.8	2	13.0
Total	16	100	15	100

The results indicates that many head teachers had long teaching experience of which 56.25% of them had worked for less than 10 years while 43.75% had worked for 10 years and above. Suggestively, working with students needs a lot of experience and therefore the preference of the Teachers Service Commission (TSC) to employ the teachers who have served for long in this profession is a worthwhile idea. Older individuals are believed to have greater wisdom, experience and capacity to handle both human and physical resources within the organization to enhance secondary school retentions (National Centre for Education Statistics, 2004).

4.2. Level of education for head and class teachers

While dealing with student, educational qualification should be considered as it equips an individual with quality skills, appropriate knowledge and positive attitude towards issues, ranging from individuals life, socialization and nutritional needs of everyone in the society. These can only be performed by those who possess high integrity, skills and qualifications. Qualification of head teachers is a major concern for effective curriculum implementation as shown in table 4.4

Table 4.5 Distribution of head teacher and class teachers by level of education

Level of Education	Head teachers		Class Teachers	
	Frequency	Percentage	Frequency	Percentage
Masters	4	25	0	0
PGDE	1	6.3	0	0
B. Ed	9	56.2	15	100
Dip	2	12.5	0	0
Approved Teacher	0	0	0	0
Total	16	100	15	100

From the findings, the level of education and professional qualification of the head teachers within the district was mostly bachelors' degree. The principals who participated in the research qualified to teach in secondary schools, this had a lot of influence on learner's retention in school as these administrators could apply the relevant leadership styles as far as management is concerned. It is pre supposed that qualified administrators place well established structure, ensuring proper coordination of activities within the organization, enhancing efficiency and development (Northhouse, 2004).

The outcome of a qualified staff is a better coordination of both human and physical resources, accurate budget and effective communication that is critical in organization like a secondary school. The result implies that TSC is increasingly engaging professional teachers to head secondary schools.

4.3 Influence of peer pressure on students drop out rate

In this first objective, the researcher was interested in establishing the influence of peer pressure on secondary school students drop out. Many school dropout have been attributed to negative peer influence on students by their colleagues who are indiscipline (Aaron, 2009). To gather more

information head teachers and students were interviewed and gave the following responses:

4.3.1 Head teachers' opinions on peer pressure and student drop out.

The head teachers gave their opinions on how peer pressure influence drop out and come out with the following results.

Table 4.6 head teachers' response on peer influence on secondary students drop our rate

Response	Frequency	Percentage
Very large extent	3	18.75
Large extent	7	43.75
Fairly large	2	12.5
Little extent	4	25.0
Not at all	-	-
Total	16	100

Table 4.7 shows that majority of the head teachers agreed that peer pressure largely influences students drop out, and none of the respondents

stated that peer pressure did not influence drop out. This shows that peer pressure is a major socio-economic factor that influences drop out.

The researcher further wanted to find out the students reasons for their drop out. To respond to this the students were asked:

4.3.2 Students' opinions on class mates' dropout due to peers influence in their school.

Out of 150 students, 121 of them, that is 80.6 percent responded that peer pressure highly influence students' dropout. It could be noted that the students and head teachers were all aware that peer pressure highly influence students drop out as stated by Aaron, (2009) that there are three major categories of peer influence that can lead to school dropout which included outside influence, lack of interest in gaining education and teen pregnancies. This is supported by a research done by Drewry, (2007).

4.4 Family headship and student dropout rate

In this objective the researcher wanted to determine the extent to which family headship influence secondary school student dropout.

4.4.1 Head teachers' opinions on family headship and student drop out.

The head teachers gave their opinions on how family headship influence drop out and come up with the following results.

Table 4.7 Head teachers' opinions on how family headship influences students drop out rate

Response	Frequency	Percentage
Very Large	7	6.25
Large	8	50.0
Fairly Large	4	25.0
Little	3	18.75
Not at all	-	-
Total	16	100

The head teachers were required to state the extent to which family headship influence students drop out. The study indicated that majority of

the head teachers 50% agreed that family headship largely influence students drop out. 25% of the respondents state that it fairly large influences students drop out, 18.75% of the students stated that it had little influence while 6.25% stated that family headship very largely influences drop out.

4.4.2 Students' opinions on class mates dropout from school due to family headship.

The researcher wanted to find out more from the students reasons for their drop out in relation to family headship. To respond to this the students were asked to state whether they are responsible for their siblings and the response was as shown in table 4.7

Table 4.8 Responsibility of students to their siblings

Response	Frequency	Percentage
Yes	67	44.7
No	80	53.3
Missing	3	2
Total	150	100

Table 4.6 shows that majority of the students are not responsible for their siblings. From the table it can be concluded that most students are not responsible for their siblings hence the majority of students do not have any reason of dropping out of school because of the responsibility they have.

4.5 Parents' financial status and student's dropout

In this objective the researcher wanted to investigate how parents financial status influence secondary school students dropout. These would generate the discussions on what happened if school fees and other levies were paid or not paid on time and the consequences.

4.5.1 Head teachers' opinions on how parents' financial status influences secondary school student dropout rates.

The study sought to establish the influence of the parents' financial status on secondary school students drop out and the head teachers came up with the following findings.

Table 4.9 Parents' financial status and student drop out

Response	Frequency	Percentage
High	13	81.26
Moderate	3	18.75
Low	-	-
Total	16	100

The findings revealed that most head teachers accepted that parents' financial status highly influence students drop out and none could deny this fact. This show that fee payment is a major contributing factor to school dropout. The head teachers confirmed that if the parents' financial status cannot be able to sustain and provide for the basic needs of the family then, they will not be able to pay for their children the required levies in schools as supported by Steinberg, Blinder and Chan, (1984).

Similarly, the class teachers, when interviewed on the same, 92 percent mentioned that lack of school fees and poverty as the major reasons for school dropout. Crowder and South, (2003) states that there is substancial evidence in the literature that consumers are sensitive to the cost of education and that fee remains a major barrier for many families.

4.5.2 Students opinions on the person responsible for the payment of their school fees and other school levies

When the researcher wanted to find out from the students persons responsible for paying their school fees and other levies which could lead to their retention or being sent home which could lead to dropping out, the students responded as shown in table 4.8

Table 4.10 Students response to persons responsible for their fee and other school levies payments

Response	Frequency	Percentage
Parent	109	72.7
Sibling	17	11.3
GOK/Bursary	7	4.7
NGO	6	4.0
Any other	9	6.0
Missing	2	1.3
Total	150	100

Table 4.8 indicates that majority of the students' fee and other levies are mostly paid by their parents followed by their siblings, government bursary, other sources and non-governmental organizations respectively,

If the parent's financial status is low, then they will not be able to pay for their children the required levies in school and this will make them drop out of school as supported by Tawanda and Gordon, (2004).

4.6 Strategies used by head teachers in enhancing retention of students in school

In this last objective, the researcher wanted to determine the strategies used by the head teachers in the retention of secondary school students in this regard questions were raised to head teachers and the class teachers.

4.6.1 Head teachers strategies used to retain secondary school students' in school.

In response to this question, most head teachers, 79%, said that they motivate students considerably such that they organize lunch programs for day scholars while 18% do not. Epstein and Sheldon, (2002) support that strengthening the retention rates through motivation have been shown to have an association with a decrease in dropout tendency within the community.

Orphan hood is a state that highly influences student dropout. 65% of head teachers indicated that it leads to school dropout and consequently advocates that they be recommended for full government bursary

allocation as a strategy to keep them in school. Drewry, (2007) states that, children with two birth parents receive parental encouragement and attention with respect to educational activities than children from single, step parents or without parents.

Guidance and counseling services is another strategy put in place to retain students in school. This is supported by 80% of head teachers and this has curbed truancy and related problems. This is a point also supported by 68% of class teachers who admitted that they have enough qualified guidance and counseling teachers within the department. Obunga, (2011) notes that students at all levels of learning have needs that calls for guidance and counseling as a strategy which if unattended to could lead to numerous disciplinary actions and drop out.

When students were asked whether they had visited guidance and counseling department, they responded as follows:

Table 4.11 Students response to how they visit counseling department

Response	Frequency	Percentage
Yes	82	54.7
No	66	44
Missing	2	1.3
Total	150	100

Table 4.9 indicates that majority of students at 54.7% had visited the counseling department, 44% had not and 1.3% did not respond. It could therefore be concluded that as much as there is a high level of awareness amongst pupil on the availability of these services at the school, still quite a high percentage of students need to be made aware by other people within their environment as supported by Epstein and Sheldon, (2002).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter of the report captured the summary, conclusions and recommendations made based on the research findings. It formed a basis for developing suggestions on how to manage the socio-economic factors that influence secondary school education within Rongo District and in Kenya as a whole.

5.2 Summary of the study

The purpose of this study was majorly to identify the socio-economic factors influencing secondary school students' drop out within the district under research. The researcher was determined to come up with possible solutions to improve secondary school retention. The researcher based the data analysis on the 181 returned questionnaires and computed using the SPSS system to obtain frequency and percentages from which the interpretation and inferences were made. A part from the questionnaires and the interview schedules used, the researcher also relied on the observations done personally on the ground.

Descriptive and inferential statistics was used to analyse qualitative data. Descriptive statistics was used to generate frequencies and percentages. The Statistical Package for Social Sciences (SPSS) Version 15 computer software was used.

The following were the findings of the study: there were more mixed than single sex secondary schools. Mixed day were the majority hence the need to increase the number of single sex schools for girls to absorb the number of primary girls graduates.

Most of the head teachers and class teachers were professionals with Bachelor of education degrees. This conforms with the Ministry of Education requirement to have professional teachers posted to secondary schools. The Teachers Service Commission recruits teachers qualified to teach at least two subjects offered at Kenya Certificate of Secondary Education examinations.

There were some specific factors which affected the school retention either positively or negatively found after the investigation. Those found to have negative effects included peer influence, family headship, teenage pregnancy, child labor, fee payment, remedial teaching charges, orphan hood, early marriages, understaffing and lack of parental concern for education and poor management and administration by the head teachers.

The factors which were found to influence secondary school retention positively were boarding in school, guidance and counseling programmes, motivation, provision of bursary and NGOs interventions. Some student were reported through the questionnaires that they admired the life styles of those who had gone to school and were living well because of education hence vowed to work harder to improve their home status in future. Nevertheless, those who suffered extreme poverty found it rough to cope hence ended up dropping out.

During the review of the related literature, some factors which influence the school dropout were cited and other featuring factors investigated. The data for the study was obtained from the public secondary schools in Rongo District. Out of the 20 secondary schools; 20 head teachers were given the questionnaires and 16 responded by returning them, 200 students from form three and four were also given the questionnaires and 150 returned. The class teachers for form three and four were interviewed.

Most students dropping out arose due to inadequate learning facilities like equipped libraries, laboratories and underutilization of school farms. Time management and wastage was observed especially in terms of distance covered by the teachers and students (day scholars) to and from school.

Some teachers and students stay as far as 20+ kilometers away from school coupled with means of transport as another problem.

Peer pressure influence and secondary students drop out

The head teachers, class teachers and the students reported that peer pressure largely influence students drop out. This can also be attributed to lack of parental guidance and many difficulties which the students may express through withdrawal, unhappiness, annoyance, anger, inability to meet needs, partial or total failures, and inability to turn aspirations into fruition, anxiety and hyperactivity. All these may lead to students non-participation and finally dropout.

Family headship and secondary school students' drop out

In general, both the head teachers and students confirmed that Family headship largely influence student drop out as the students have to play the role of being the provider to the family by ensuring that the basic needs like food, shelter and clothing are provided for at the same time attending school and paying for the school fees and any other school levies. From the findings most students were not the head of their families; hence there were no reasons for most of them dropping out of school because of being responsible for their siblings.

Parents' financial status and secondary students' drop out

The financial status of the parent which can either be high or low has an influence on the capability of him or her to pay the fee and other school levies. Nevertheless, those who suffered extreme poverty found it rough to cope hence ended up dropping out as supported by both the students and head teachers.

Strategies used by the head teachers in the retention of the secondary school students'

Regarding strategies, head teachers and class teachers reported that the strategies employed by the head teacher could not all be effective as all students could not cope up. These included visiting guidance and counseling department as some students had never visited guidance and counseling department for assistance. The provision of lunch programmer was done in public day secondary schools only and this could not be of help to the students in boarding school. Guidance and counseling services as another strategy has highly contributed to students retention as supported by the head teachers and the class teachers.

5.3 Conclusion

The results of the study indicate that there are several interacting socio economic factors that influence the secondary school students drop out.

1. The head teachers were not balanced in terms of gender. The majority of the schools were mixed day schools. Mixed day and boarding were the fewest. Majority of the head teachers had worked for less than 10 years in their current positions.
2. The study also established that head teachers were majorly Bachelor of Education Degree holders. Only 25% of the head teachers were Masters Degree holders.
3. Students drop out since 2009-2012 was decreasing with a minimal percentage of not more than 2%.
4. All the schools visited had at least five teachers in guidance and counseling department.
5. Fee payment policy is highly rated as a policy that affect high drop out in secondary education at 81.25%.
6. Remedial teaching policy has low effect on drop out while low academic achievements moderately affect high drop out.

7. Most parents/guardians fail to go to school when invited. This may lead to lack of co-operation and hence increase in indiscipline cases. Eventually, it can transform to high drop out.
8. Not all students get government bursary. Hence they may drop out of school due to lack of school fees and other school levies.
9. Teenage pregnancy does not influence drop out in a large way but fairly in a large way. This is attributed to the policy that a student can resume school after delivery.
10. Fee payment as a factor largely influence student drop out. This can be attributed to family background in terms of economic status. Poverty can be a major contributor to this.
11. Orphan hood has been established to very largely influence drop out. This can be attributed to student having a lot of pressure in school work and responsibilities at home.
12. Most of the students who were in the study were form fours and 90.67% of all the students have attended only one secondary school.
13. Most parents are self employed because their level of education fall at secondary level. The students also have at least 3 siblings in their families and they are mainly in either primary or secondary school.
14. Parents form the highest percentage for those who pay school fees.

15. Students consider fee arrears as a major factor that leads to their being sent home. This may lead to drop outs.
16. Students who fail exams are also made to repeat a class. This may lead to drop out because of demoralization.
17. Majority of the students have visited counseling department which is one of the effective youth intervention strategies. This may have played a role on student retention.
18. Most of the students are boarders. This may be a good approach in bringing equality to the students because they eat the same food, sleep together, and live together.
19. The majority of the students are not responsible for their siblings.
20. A percentage of 76 of the students have their school mates who have dropped out, the main reason being school fees.

5.4 Recommendations

From previous research findings and from this present study, several recommendations are made for consideration by the government, TSC, MOEST, KIE, County Directors, Principals, Teachers, Students, Parents/ families and the community as a whole.

The principals should improve student motivation by putting in place strategically and performance reward effectively.

The government and TSC can improve student retention by putting in place clear policies on education and employing more teachers to help keep close supervision on student which can help reduce dropout and curb the discrepancies that exist between the teacher student ratios.

KIE should introduce examinable talent courses in secondary schools as they will help the students who are intellectually challenged to get alternative areas where they can excel in while at school. The community should provide security to the student, teachers and other education stake holders to help deal with insecurity. That can be a threat to learners making them drop out.

The government should ensure that all the needy students within the county are given priority during bursary allocation and there should be equal distribution of infrastructure within the county as a whole.

The county directors through their relevant offices should find ways of expanding their roles by employing important factors of utmost significance in students' dropout.

Strategies that put learners to be at the same level should be enhanced and projected by the principals and teachers in order to break the cycle of poverty and deprivation.

It is imperative that guidance and counseling department is well staffed by the TSC with qualified teachers to help give proper guidance to students who may opt to drop out of school. The students should be involved in decision making programmes so as to improve their relationship with the principal and the other teachers. There is need to improve the relationship between the school and the school community.

Close interaction between the students and the teachers should be encouraged to help create student friendly environment. The families/parents should be sensitized on the importance of secondary education by the MoE so that they can be positive towards it and always support their children on matters pertaining to education like school fees. Principals should adopt democratic leadership style where all the teachers, non-teaching staff and the students are involved in decision making that affect their day to day activities in school.

5.5 Suggested areas for further research

This research has opened up new areas for study and special areas that need to be researched include:

1. Effects of student's stress on their performance
2. The influence of student's cultural background on their school retention
3. The extent to which student motivation influence their retention.
4. Relationship of principal's leadership styles and student dropout.
5. Similar study to the current one should be conducted in other districts to find out whether similar findings will be obtained.

REFERENCES

- Amin, M. E. (2004). *Methodology and Data Analysis: Concerns Supervision of Post Graduate Work*. Kampala: Makerere University
- Barton, Paul E. (2005). *One Third of a Nation: Rising Dropout Rates and Declining Opportunities*. Princeton, NJ: Educational Testing Service.
- Best, W.J, and Kahn, V.J. (2006). *Research in Education*. (Tenth Edition). Prentice Hall, Pearson.
- Borg, W. R. and Gall, M.D.(1989) *Education Research on Introduction*, 3rd Edition, New York Longman.
- Bruneforth, M. (2006.) *Interpreting the Distribution Out-of School children by the Past and Expected Future school enrolment*. Background paper for EFA
- Castillo, G.(2010). *Teenagers and their Problems*. Nairobi: Forcus Publishers.
- Cohen, L. and Manion L. (1992). *Research Methods in Education*, 3rd Edit. Routledge. London.
- Coleman, J. S. (1988). *Equality of Educational Opportunity*.USA; Ayer Company Publishers Inc. Saleem: New Hampshire.
- Corcoran, C. (1995). *Rags to Rags; Poverty and mobility in the United States*. Annual Review of Sociology, 21, 237 – 267.
- Crowder, K., & South, S.J. (2003). *Neighbourhood distress and school dropout: The variable significance of community context* [Electronic version]. Social Science Research, 32, 659-698.
- Drewry, J.A (2007). *High School Dropout experiences a Social Capital Perspective*. USA Blacksburg, VA.

- Duflo, Esther., Pascaline, Dupas, & Michael, Kremen. (2010). *Education, HIV and Early Fertility*; Experimental evidence from Kenya MIT Department of Economic working paper.
- Epstein,J.L., & Sheldon, S.B.(2002). *Present and accounted for: Improving student attendance through family and community Involvement*. The journal of education research, 95,306-318.
- Forum for African Women Empowerment, (1994).*Girls in Domestic Activities Within Their Homes*, Expert paper prepared for the Experts Meeting on elimination of all forms of discrimination against the girlchild. *Inocent Research Centre*, Florence, Italy.
- Giddens, A. (2006) *Sociology*, (6th Edition). Malden USA: Policy Press
- Giddens, A. (2011) *Sociology*, (6th Edition). Malden USA: Policy Press.
- Global Monitoring report (2007). Pans UNESCO Publications.
- Kadzamira, E. & Schiwana, P. (2000). *Can free primary education meet the needs of the poor? Evidence from Malawi*. International Journal of Educational Development,23.
- Kothari, C.R (2004). *Research Methodology: Methods and Techniques*: Wishwa Prakashan. New Delhi.
- Lydia, L.M., and Nasongo,J.W.(2009). *Roles of the Headteachers in Academic Achievements in Secondary Schools in Vihiga District*, Research Journal of Social Sciences.
- McNeal,B.Jr.(1999). *Parental involvement as Social Capital: Differential Effectiveness on science achievements, truancy and dropping out* (Electronic version).social forces,78,117-144.
- Ministry of Education. (2012). Migori County Education Office annual report, 2012.
- Ministry of Education. (2013). Rongo district Education Office secondary schools Data.

- Ministry of Education Science and Technology Sessional paper No 1 of 2005 on A Policy Framework for Education, Training and research.
- Mooney, L. A, Knox, D. & Schant E. (2007). *Understanding Social Problems* (5th Ed) Nebraska, Thompson Wadsworth.
- Mugenda O. M. & Mugenda A. G. (1999). *Research methods – quantitative and qualitative approaches*. Nairobi – Kenya. Africa Centre for Technology Studies (ACTS).
- Mutwol, L, Cheserek, G, Boit, J, & Mining, P.J. (2012) *Socio-Economic Factors Influencing Participation and dropout of students in public secondary schools in Marakwet District, Kenya*. Un-published M. Ed. Thesis Kenyatta University.
- National Centre for Education Statistics (2004). *Teacher Trends*. Nairobi: Government Printers.
- Northouse, P.G. (2004). *Leadership theory and practices* (3rd ed). Sage Publication.
- Obunga, P.A. (2011) *factors influencing dropout for girls in public primary schools in Malango Zone Siaya District*. Un-published M.Ed project, University of Nairobi.
- Orodho, A.J. (2004). *Essential of educational and Social Sciences*. Research Methods. Nairobi: Masola publishers.
- Oso,W.Y, & Onen, D.(2009). *A General Guide to Writing Research Proposal and Report*. AHandbook for beginning Researchers. Nairobi: JKF.
- Richard, A.J., Fremont, E. K., and James, E. R. Management Science Vol, 10.No.2 (Jan,1964), pp.367-38. <http://www.jst.org/stable/2627306>.

- Rono, K.J. (1990) *Factors influencing the rate of dropouts among the secondary schools students in Nandi District, Kenya*. Un-published M.Ed. thesis Kenyatta University.
- Rumberge, W.R. (2001) *Who Drop Out of School and Why?* Paper prepared for The National Research Council, committee on Educational Excellence and testing Equity Workshop. Washington DC.
- Steinberg, L., Blinde, P. L., & Chan, K. S. (1984). *Dropping out among language minority youth*. *Review of Education Research* 54, 113-132.
- Stillwagon, E. (2001). *HIV Transmission in Latin America: Comparing with Africa and Policy implications*, *South African Journal of Economics* 68(5).
- Tawanda, R. & Gordon (2004). *Comprehensive review of gender issues in education sector*. A report presented for UNICEF/MoSESC, 49 (1): 38-40.
- Teachers Proficiency Course (2012). *Training Manual: Teachers Service Commission*. Nairobi. Government Printers.
- United Nations Children Educational Fund (UNICEF). (2004) *Information by country*. Retrieved on Monday 11th, from www.UNICEF.org
- United Nations Children Educational Fund (UNICEF) (2001). *A Situational Analysis of Orphans and Vulnerable Children and Adolescent in Zimbabwe: Summary Report* 20.
- World Bank. (2009). *Youth and Employment in Africa: The potential, the Problem, The promise*. Washington, DC.
- Yambo, J.M.O. (2012). *Determinants of KCSE Examination Performance in SDA Sponsored Schools: A Key to Academic Promotion to the next Level of Learning*. Saarbrucken: Lambert Academic Publishing

APPENDIX 1

HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on Principals management of schools' socio economic factors .Kindly supply information to all parts of the question. In completing this question, it is important that you answer each question as thoughtfully and frankly as possible

Section A: General Background Information

(Fill as appropriate)

1. Please indicate your gender (i) Male..... (ii)

Female.....

2. What is the type of your school?

(i) Mixed day []

(ii) mixed day/ Boarding []

(iii) Girls boarding []

(iv) Boys Boarding []

3. How many years have you served as a head teacher?

1 – 5yrs [], 6 – 10yrs [], 11 – 15yrs [], 16yrs and

above []

4. Please indicate your highest level of education (tick as appropriate)

(i) Masters level [] (ii) PGDE [] (iii) B.E.D. []

(iv) Dip Educ [] (iv) Approved Teacher []

5. Number of students who dropped-out of school prematurely in the year 2009 – 2012 (give the figures)

Drop outs	2009	2010	2011	2012	TOTAL
Girls					
Boys					

6. Please indicate number of teachers in guidance and counseling department (give the figures)

(i) Male [] (ii) Female []

Section B: principals’ strategies and students dropout

1. In what ways do the following strategies affect secondary school dropout in your school?

i) Motivation

ii) Guidance and Counseling

iii) Orphan hood

iv) Provision of lunch programmes for the dayscholers.....

2. Are there parents/guardians who fail to come to school when invited?

Yes [] No []

3. Do all high performing students get government bursary.

Yes [] No []

4. To what extent in your opinion do the following factors influence students' dropout?

Socio-economic factors	Very large extent	Large extent	Fairly large extent	Little extent	Not at all
Peer pressure					
Family headship					
Teenage pregnancy					
Child labour					
Fee payment					
Remedial teaching charges					
Orphan hood					
Early marriage					

APPENDIX 11

STUDENTS' QUESTIONNAIRE

This questionnaire is designed to gather information on students' socio economic factors influencing secondary school dropout. Kindly supply information to all parts of the question. In completing this question, it is important that you answer each question as thoughtfully and frankly as possible.

Section A: Background Information

Please respond to the following questions on your personal data.

1. What is your age in years? 10 – 13 [], 14 – 15 [], 16 and above []
2. Which year were you admitted to secondary school.....
3. What is your present class (i) Form 3 [] (ii) Form 4 []
4. How many secondary school have you so far attended?
5. Have you repeated any class(es) (tick appropriately)
Yes...../No....if
Yes indicate the form i) Form 3 [] (ii) Form 4 []
(iii) Not applicable []
6. What is approximate distance of your school from home.....km

7. Indicate occupation of your parents

Father

Guardian.....

Mother

8. Please indicate the level of education of the following

FatherMother.....

(Primary, secondary, college, university, deceased, not applicable)

9. How many siblings do you have?

i) Sister [] Brothers []

ii) How many are in the following levels of education?

Primary [] Secondary [] College [] University []

iii) How many are self employed [] Employed [] Not

Employed []

10. Who pays your school fees? (Tick as appropriate)

(i) Parents [] (ii) Siblings [] (iii) Government (bursary) []

iv) NGO [] (v) Any other []

Section B Students Considerations of dropout

No.	Statement	Yes	No
1	Are students with fee arrears regularly sent home		
2	Do those who fail exams made to repeat a class		
3	Have you ever visited the counseling department		
4	Are you a day scholar		
5	Are you responsible for your siblings		
6	Do have some school mates who dropped out of school		
7	Do your class mates dropout due to : i) lack of school fees ii) repetition of class iii) death of parents iv) peer pressure v) family headship		
8	Are there other people who went to school who you know and are now living well because of education		

APPENDIX I11

INTERVIEW SCHEDULE FOR CLASS TEACHERS

This section seeks information from the class teachers of both form threes and fours on socio-economic factors influencing secondary school students' dropout. Kindly give the relevant information to the best of your knowledge. Your response will be treated with confidentiality

Background information

Gender..... Level of Education.....

Number of Students in a Class..... Years of service.....

Questions

1. What are the socio economic factors which generally contribute to secondary school students drop out in your class?
2. In your routine duties do students give you easy time and cooperate?
3. Are the students prepared to meet challenges leading to their drop out from school?
4. Do the school administration perform their duties as required?
5. i. Does the school have enough qualified guidance and counseling teaching staff? Yes [] No []
ii. If yes, how many are they? []

6. What strategies are in place to help students who are also the head of \ their families to remain in school?
7. Does the school sponsors make any meaningful contributions towards student retention in school?
8. What recommendations would you give to other school stake holders which can help solve the problem of drop out in your school?
9. What strategies do you use to retain students in your class?

**APPENDIX IV
RESEARCH CLEARANCE PERMIT**

PAGE 3

PAGE 2

Research Permit No. **NCST/RCD/14/013/713**
Date of issue **17th May, 2013**
Fee received **KSH. 1,000**

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Everline Atieno Omollo
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi
has been permitted to conduct research in


Location
Rongo District
Nyanza Province

on the topic: Socio-economic factors influencing
secondary school students' drop out in Rongo
District, Migori County, Kenya.

For: Secretary
National Council for
Science & Technology

Applicant's Signature

For a period ending: 30th May, 2014.



CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GPK60553mt110/2011

(CONDITIONS—see back page)

**APPENDIX V
RESEARCH AUTHORIZATION**

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/713** Date: **17th May, 2013**

Everline Atieno Omollo
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **3rd May, 2013** for authority to carry out research on *“Socio-economic factors influencing secondary school students’ drop out in Rongo District, Migori County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Rongo District** for a period ending **30th May, 2014**.

You are advised to report to **the District Commissioner and District Education Officer, Rongo District** before embarking on the research project.

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

Said Hussein
SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Rongo District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.