

**INSTITUTIONAL CHARACTERISTICS INFLUENCING BOYS'
DROPOUTS IN PUBLIC SECONDARY SCHOOLS IN LAIKIPIA
CENTRAL DISTRICT, KENYA**

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Degree of Master of Education in Educational Administration**

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DECLARATION

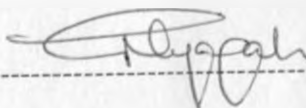
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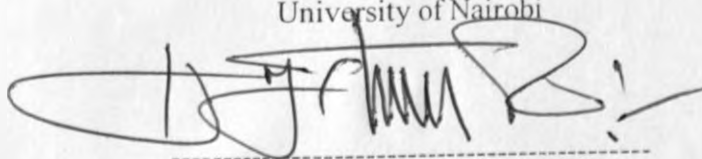


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DEDICATION

This work is dedicated to my family: my wife Wanjiru, and my children, Muthoni, Wambui and Watiri who shaped my life morally, academically, spiritually and financially. They will always be close to my heart.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-arid Lands
EFA	Education for All
FPE	Free Primary Education
MDGs	Millennium Development Goals
MOE	Ministry of Education
UNESCO	United Nations Education Scientific and Cultural Organization
UPE	Universal Primary Education
USA	United States of America

ABSTRACT

In this study a drop-out refers to a person who leaves school without completing the given cycle of learning without transferring to another school.

The purpose of this research study was to examine the institutional characteristics influencing public secondary school boys' dropouts in Laikipia Central district, Kenya. It highlights the effects of school physical facilities, curriculum and teacher-student ratio, head teachers administrative skills, school type and discipline and their influence on secondary school boys' dropouts in Laikipia Central district. Ex post facto research design was used. Questionnaires for head teachers, teachers and students were used to collect data. The respondents comprised 12 head teachers, 134 teachers and 338 students in public secondary schools in Laikipia Central district. Most of the respondents stated that the type of school attended by a student always influenced dropouts in the division. Majority of the head teachers, teachers and students stated that discipline was a major cause of boys' dropouts in many schools in the district.

The questionnaires were validated through appraisal from the experts' judgment then subjected to a pilot study. The instrument was tested for reliability through test-retest technique and reliability coefficient was 0.9. Descriptive statistics were used assisted by Statistical Package for Social Sciences (SPSS) programme and the results presented in form of tables, frequency and bar graphs.

The findings of the study were that the schools had a dire shortage of physical facilities. 58% of the head teachers and students felt that physical facilities often contributed to boys' dropouts in the district. The head teachers, teachers and students stated that curriculum often influenced boys' dropouts in the district. 67% of the head teachers and students felt that teacher-student ratio often contributed to boys' dropouts in the schools. Over 50% of the teachers and students indicated that the head teachers' leadership skills played a major role in boys' dropouts.

The study concluded that there is need to ensure one hundred percent retention of the few pupils who reach secondary level of education as secondary school student dropouts is an indication of failure of an education system.

The recommendations made by this study are that the Ministry of Education must ensure that schools have all the physical facilities and other school resources necessary for effective teaching/learning process. The Ministry of Education should employ the needed teaching force for the teacher-student ratio to be at the recommended level and for effective education to commence in the schools. The Ministry of Education must ensure that the school curriculum offered is relevant and motivating to the learners. Guidance and counseling should be emphasized in schools to help curb indiscipline and the rate of boys' dropouts by deploying specially trained teachers to the schools. A comparative study on the institutional characteristics influencing boys' dropouts in

public secondary schools in other ASAL districts should be undertaken as this study focused on Laikipia Central District only.

The education stakeholders in the district must strive to assist in equipping public secondary schools with the needed physical facilities to eliminate this as a causative factor for boys' dropouts. There is therefore a need to prevent the occurrence of boys' dropouts in public secondary school by creating conducive environment to retain them in school. Further research should be undertaken to compare characteristics influencing public primary schools boys' dropouts in the district.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Psacharopoulos and Woodhall (1985) asserted that the way education system is organized by the administrator can have a significant bearing on learners' outcomes and therefore proper management of educational resources play a significant role in determining the quality of education in a school due to managers' varied tasks and roles.

A conference on the development of education in Africa was held in Addis – Ababa Ethiopia in 1961 with an aim to determine priority of educational needs for the promotion of economic and social development in Africa. The emphasis at this conference was that African needs could best be served by an African education with educational resources well planned and organized for effectiveness and efficiency in order to achieve the intended educational goals (Psacharopoulos & Woodhall, 1985). The basic challenges however, were the adoption of the various brands of European education systems in Africa and spelling out management roles to the specific requirements of the individual African countries (World Bank, 2003). To increase the number of students who graduate from high school, secondary schools must be dramatically improved. Although the investments made in the early grades are beginning to pay off, with higher student reading scores and a reduction in the achievement gap between white and minority students (U.S.

Department of Education, 2001), too many of America's high schools are still serving their students poorly.

Due to the importance given to education worldwide, United Nations declared education a basic human right in 1948. African countries met in Addis Ababa in 1961 and agreed at attaining Universal Primary Education (UPE) by 1980 and at the same time planned to expand all other levels of education (Orodho, 2004). The management to education was re-emphasized in 1990, when 1500 participants from 155 nations including Kenya gathered in Jomtien in Thailand and reaffirmed education as a human right by adopting the world declaration on Education For All (EFA) (Orodho,2004).

The World Bank (2003) stipulated that every child should have a chance to complete at least primary education where they should develop basic learning skills of reading, writing and arithmetic (3RS). The benefits of education are well established as it raises the quality of life, health and productivity of work, increases individual access to paid employment and facilitates social and political participation (Ayot & Briggs, 1992).

In a survey of high school dropouts by World Bank (2003), respondents indicated that they felt alienated at school and that no one even noticed if they failed to show up for class. The respondents also complained that school did not reflect real-world challenges. More than half of the respondents said that the major reason for

dropping out of high school was that they felt their classes were irrelevant (MOE, 2007). Others leave because they are not doing well academically; only about 30 percent of high school students read proficiently, which generally means that as the material in their textbooks becomes increasingly challenging, they drop increasingly further behind. Whatever the causes, the nation can no longer afford to have a third of its students leaving school without a diploma. High schools must be improved to give all students the excellent education that will prepare them for college or work, and to be productive members of society (Psacharopoulos & Woodhall, 1985)

In the rest of the world the decline in high school graduation is of interest in its own right as a measure of the performance of schools. It has important implications for interpreting a wide variety of educational statistics. For example, part of the slowdown in male college attendance rates documented by World Bank (2003) is due to declining rates of high school graduation among males. In addition, half of the growing gap in female versus male college enrollments documented by MOE, 2007 can be attributed to higher levels of high school graduation.

Students' dropout in secondary school is a complicated and multifaceted phenomenon. It is a process and not an event. Institutional characteristics, family background, socio-economic factors, and socio-cultural factors were found to be the main contributors in students' dropouts in USA (US Department of Education,

2001). Institutional characteristics have been cited as being responsible for most cases of students' dropouts also in Pakistan. Lack of physical facilities is one of the major reasons of students dropping out in Pakistan. In this regard, findings reveal that the majority (83%) of the respondents stated that inadequate provision of physical facilities in schools and poor standards of health and nutrition is one of the many causes of high drop out rates in Pakistan (Hussain, Salifi & Khan 2011:147). The journal states that institutional characteristics as those factors within the learning environment that negatively leads away students from completing school such as curriculum, physical facilities and school type.

Boys are likely to behave differently from girls when exposed to the same conditions. According to UNESCO (1998) boys' are more likely than girls to experience frequent and severe physical violence. Orodho (2004) showed that gender was a stronger predictor of violence than ethnicity or culture. They further stated that boys' experience more physical victimization than girls. UNESCO (2009) report noted that boys' were 2.5 times more likely than girls to be punished in school.

Rumberger (1987) identified four broad categories of reasons why students dropouts of school as institutional based, socio-economic, family background and socio-cultural reasons. He indicated that institutional characteristics accounted for forty four percent of the total school dropouts as compared to the other factors.

According to Lewin and Caillods (2001), data of secondary school student dropouts in the United States reveal differential rates for boys' and girls. Boys' dropouts because of institutional characteristics. Boys' who dropouts of high school are unlikely to have the minimum skills and qualifications necessary to function in today's complex society and job demands. The completion of high school is required for accessing post secondary education and is a minimum requirement for most jobs (U.S. Department of Education, 2001). Boisjoly, Hamis, and Duncan (1998), stated that young adults with low education and skill levels are more likely to live in poverty and to continue receiving government assistance. Although enrolment in secondary schools has continuously increased from 30, 121 in 1963 up to 1,000,000 in 2006, out of the 400,000 who complete the primary cycle, only 40 percent gain access to secondary schools (Barasa & Kiplangat, 2007).

Kibogy (2001) stated that institutional characteristics contributed to student dropouts in Uganda more than any other factor. They cited school fees as the most common contributor of students dropping out of secondary schools. Sifuna (1980), indicate that institutional characteristics are significant in influencing student dropouts in Kenyan secondary schools. Orodho and Njeru (2003) stated that only a minimal percentage of students ever reach the end of secondary education in Kenya since a significant number dropouts. They added that there was need to ensure one hundred percent retention of the few pupils who ever reach secondary level of education. They stated that secondary school student dropouts is an indication of

failure of an education system. Table 1.1 shows Secondary school dropouts rates in percentages and gender for Rift Valley province, 2003-2007.

Table 1.1

Secondary school dropouts rates in percentages and gender for Rift Valley province, 2003-2007

Year	dropouts rates (%)	
	Boys'	Girls
2003	7.9	7.6
2004	7.8	6.9
2005	7.8	6.8
2006	7.9	6.5
2007	7.6	6.7

Source: DEO's office Nanyuki

From the figures given by MOE (2009) it is evident that in 2003-2007, dropouts rates for boys' have increasingly been more than those for girls.

In Laikipia central district, students' dropout is a major concern to education stakeholders and there is a need to address the factors that influences it.

The district has thirteen public secondary schools students' and their dropouts rates are shown in Table 1.2.

Table 1. 2

Secondary schools students' dropouts in Laikipia Central and Nyandarua north districts

Laikipia central		Nyandarua north	
schools	% dropouts	schools	% dropouts
Tigithi	4.56	Baari	3.54
Inoro	4.28	Irigithathi	3.22
Male	5.09	Kagondo	2.87
Sweetwaters	5.55	Karagoini	3.12
St .Augustine Sirima	6.87	Mukoe	2.21
Tharua	6.25	Mung'etho	3.90
Oltaffeta	6.51	Ndivai	4.65
Ngobit	4.12	Pondo	4.22
Mwituria	5.67	Raichiri	2.98
Laikipia Air Base	4.68		
Thome boys'	3.56		
Wiyumiririe	4.28		
Withare	5.09		
Average total dropouts	5.12		3.41

Source: DEOs office Ndaragwa (2010)

Table 1.2 showed that the thirteen public secondary schools in Laikipia central district had an average student dropouts of 5.12 percent compared to 3.41 which was the average dropouts rate in Nyandarua North district which neighbors Laikipia central district and this is a significant number that cannot be ignored. Therefore it is necessary to establish the institutional characteristics leading to high dropouts of boys' in Laikipia central district public secondary schools.

1.2 Statement of the problem

The Government of Kenya has introduced subsidized secondary education in public secondary schools intended to boost enrolment and retention rates. Despite the government's effort, the country is still experiencing low completion rates and low transition rates in secondary schools (MOE, 2009). Laikipia central district, like many other arid and semi-arid districts in Kenya is a hardship area and as such has its share of challenges emanating from the harsh nature of the climatic conditions and has continued to post above 5.0 digit dropouts among boys' in 2008 (5.11), 2009 (5.13) and 2010 (5.12) (MOE, 2009). Head teachers and other education stakeholders in Laikipia central district have raised concern about the persistent dropouts of secondary school boys' in the district. Limited studies have been undertaken in Laikipia central district to determine the causes of dropouts among boys'. There was need therefore to study the institutional characteristics influencing boys' dropouts in public secondary schools in Laikipia central district.

1.3 Purpose of the study

The purpose of the study was to investigate the institutional characteristics influencing public secondary school boys' dropouts in Laikipia Central district, Kenya.

1.4 Objectives of the study

The following objectives sought to guide the study to:

- i Establish the contribution of curriculum on boys' dropouts in public secondary school Laikipia central district.
- ii To establish the influence of teachers-student ratio on boys' influence dropouts in public secondary school in Laikipia central district.
- iii Explore the extent to which headteachers' administrative skills influence public secondary school dropouts in Laikipia central district.
- iv Assess the effect of school type in influencing public secondary school boys' dropouts in Laikipia central district.
- v To determine the extent to which discipline influences public secondary school boys' dropouts in Laikipia central district.

1.5 Research questions

The study was guided by the following research questions:

- i To what extent does the curriculum influence public secondary school boys' dropouts in Laikipia central district?

- ii What is the influence of teacher-student ratio on public secondary school boys' dropouts in Laikipia central district?
- iii To what extent does head teachers' administrative skill influence public secondary school boys' dropouts in Laikipia central district.
- iv To what extent does school type and discipline influence public secondary school boys' dropouts in Laikipia central district?
- v To what extent does discipline influence public secondary school boys' dropouts in Laikipia central district?

1.6 Significance of the study

The findings of the study may be significant in a number of ways. Policy makers may find the information useful as they attempt to formulate educational policies that are 'gender responsive and provide education that is 'student friendly. Stakeholders in education were sensitized on the issue of public secondary school boys' dropouts in the district so that resolutions to alleviate the problems may be sought. The findings sought to provide information to education practitioners and all the stakeholders on the institutional characteristics that contribute to public secondary school boys' dropouts in arid and semi-arid lands (ASAL).

1.7 Limitations of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. Since the study intended to use ex post facto

research design, a major limitation was that a direct control of independent variables by the researcher was not possible.

1.8 Delimitations of the study

According to Mugenda and Mugenda (2003), delimitations are the boundaries of the study. The study confined itself to headteachers, teachers and students in public secondary schools in Laikipia central district. The study was delimited to the investigation on institutional characteristics influencing boys' dropouts in public secondary schools in Laikipia central district. Due to the vastness of the area under study, the parents were not be involved in the study. Private secondary schools were excluded from the study. The study was delimited to head teachers, teachers and students as respondents in public secondary schools in Laikipia central district.

1.9 Assumptions of the study

This study assumed that:

- i. Head teachers and teachers in public secondary schools had the relevant information on the institutional characteristics causing dropouts among boys'.
- ii. All public secondary schools head teachers are professionally qualified administrators and that the information given by the respondents will be true and they will be co-operative.

1.10 Definition of significant terms

Completion for this study it refers to the ability to finish a given course / education cycle.

Drop-out refers to a person who leaves school without completing the given cycle of learning without transferring to another school.

Motivation refers to the desire by teachers to perform better.

Performance refers to the mean score especially the one at the KCSE exam.

Public secondary school refers to Government managed secondary schools institutions.

Retention – is the ability to remain in an educational system till completion.

Student transfer is the act of a student officially moving from one school to another with a transfer letter from the previous school.

Teachers' adequacy is the availability of the required and qualified teachers in the schools for effective implementation of the teaching-learning process.

Transition refers to the movement of a learner from one level of learning to another e.g. from primary to secondary level.

1.11 Organization of the study

This study is organized into five chapters. Chapter one presents the background of the study, statement of the problem, objectives of the study, purpose of the study, research questions of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two deals with the literature

review reviewing the institutional characteristics influencing dropouts like curriculum, physical facilities inadequacy of teachers, type of school, indiscipline and administrative skills of the head teacher as well as the theoretical and conceptual framework of the study. Chapter three presents the research methodology. This describes the research design, the target population, sampling procedures and sample size, research instruments, instruments' validity, data collection procedure and data analysis procedures. Chapter four presents data obtained from the field, its analysis and interpretations and chapter five contains the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains literature review related to students' dropouts which includes institutional characteristics (physical facilities, curriculum and teacher-student ratio, head teacher administrative skills, and school type and discipline) and summary of the literature review, theoretical and conceptual framework.

2.2 Influence of physical facilities on boys' dropouts

According to UNESCO (2008) reasons for dropping out of school are multiple and complex and may depend on a country's level of development. According to the report, a factor that may influence the tendency dropping out of school includes unsafe, overcrowded and poorly equipped schools and inadequate trained teachers. Educational materials, teaching aids and text books are scarce in less developed schools. The availability of teaching resources is one of the major contributors to effective learning. Parents are not able to buy all the textbooks for their children due to many financial demands in the upbringing of their children, (Human Rights Watch, 2001). Limited or lack of physical school facilities is a determinant of student dropouts. From a study carried out by World Bank (2003), some schools were forced to have some dilapidated buildings, missing or broken desks and chairs as well as lack of good ventilation. Rono (1990) found that most public schools started without prior planning, so majority of them lacked teaching facilities such as laboratories, libraries and classrooms. A study done by Human Rights Watch

(2001), in Tharaka found that pit latrines were inadequate in some schools and others were in poor conditions. The study also found that schools in Kibera lacked enough classrooms and they were usually congested sometimes without even playgrounds for the students.

Mburu (2003) outlines the following functions of text books:

Books are image forming and sources of information on social/cultural norms. They socialize children and prescribe appropriate forms of behavior that distinguish boys from girls. They also look out for appropriate role models.

2.2 Influence of curriculum on boys' dropouts

Curriculum is the sum total of all experiences a pupil undergoes in terms of acquisition of knowledge, skills, attitudes and values within and outside school (Kibogy, 2001). Overloaded curriculum may culminate to, stressed students, may lead to indiscipline cases such as truancy and ultimately to student dropouts (UNESCO, 1998). According to Khaleei Times (2006), the number of high school dropouts in the Makkah region of Saudi Arabia reached 52 per cent by the year 2005, mainly because of the students' inability to cope with the curriculum and the harsh behaviour of teachers. According to Kibogy (2001) on the report from the taskforce on indiscipline in secondary schools, the secondary school curriculum offered was still overloaded, despite the reduction of the number of examinable subjects from ten to seven subjects. World Bank (2003) identified curriculum as one of the factors affecting pupils' participation in school negatively.

2.3 Influence of teacher-student ratio on boys' dropouts

The problem of shortage of teachers has continued in Kenya secondary schools due to the 1997 freeze on teacher employment. Some schools in Laikipia central district had shortage of trained teachers forcing them to employ BOG teachers and untrained teachers. Teachers attitude towards their work and their interaction with students, have a great impact on the academic achievement, and retention of students in school. Many teachers do not feel responsible in any way for their students' performance. Instead, they believe that learning abilities are innate so they tend to ascribe failure primarily to students low intelligence or family background. These teachers regard their task as merely transmitting knowledge rather than guiding students through the learning process (UNESCO, 1998). Mong'are (1996) contends that in most countries dropouts rates are rampant particularly in the first two years of schooling. More significantly, he noted those dropouts are certainly associated with an inadequate number of properly qualified teachers, and inadequate physical facilities.

Rono (1990) found out that 63 percent of student's dropouts cases in Nandi District were due to poor teachers' attitude towards their students and their work. Mwaura (1996) pointed out that mass dropouts in Western Kenya was due to a negative attitude and the teaching and guidance role that was never accomplished by teachers. Obae (2004) lamented that teachers do not create friendly relationship

with students which makes them unable to talk freely on equal terms or consult their teachers in areas of difficulties.

2.4 Influence of the head teachers' administrative skills on boys' dropouts

The role of the head teacher is to ensure a learner friendly atmosphere. The head teacher as an administrator should be able to integrate all functions in the school with the student personnel function (Mapesa, 2008). The fundamental goal of the school is to enhance the teaching and learning process (Okumbe, 2001). He further asserts that the school administrator should provide services which seek to help students adjust better to school, develop more effectively as social and emotional persons, become better learners and develop skills for dealing with future beyond the school. Although the school administration can do nothing about student's socio-economic status or innate ability, there are important contributing factors which are under the school control and focus on family background and personal characteristics of those who dropouts of school. Research indicates that school variables within the realm of school administration are fundamentally critical in explaining student dropouts Cumberland & Whitefield, (1979). Cumberland and Whitefield (1979) further asserts that school interaction among the members of the school plant is very important within the school such interaction is seen as making both students and teachers more accepting to their school. Lane (1987) adds that school leadership is probably the most important variable in determining the characteristic of a school in terms of policies, educational goals and student's

standards. He further points out that students behaviour is assumed to be partially the result of the particular instruction and guidance they received from the school administration.

Rumberger (1987) strongly emphasizes that dropping out is viewed as a serious administrative problem. He adds that school administrators, educators and policy makers are responsible for making the curriculum and the school climate conducive for learning in terms of motivation, satisfaction and communication to both the teachers and students. He further argues that school administrators should devise strategies to assist the students at risk of dropping out. He advises that school administrators need to device programs that stimulates students interest, needs and understanding. According to Gachoki (2006) low administrative experience of the head teacher will hinder the realization of their importance in the school and they may constantly be absent. The head teacher absenteeism will lead to ineffective supervision of the school activities resulting in a laissez-faire mode of work among the teachers and students. This will lower the school discipline and the end results is lack of interest in education among students, poor performance and finally dropouts. Gachoki (2006) points to a survey carried out in Central province in year 2000 which showed that, most of the schools that rejected the mock examinations were boys' only and mixed secondary schools. Okumbe (2001) intimates that the school manager should show continuous concern and drive towards student achievement through teaching and learning, solve problems by applying the

appropriate problem solving procedures speedily, equitably and consciously. According to MOE (2007), establishing an effective guidance and counseling departments in the school by the head teacher is one way of managing students smoothly. This is supported by Mutuma (2005), who argues that issues of indiscipline like drug use truancy and peer influence that contribute to dropouts can be curbed through guidance and counseling.

2.5 Influence of school type on boys' dropouts

Livondo (1992) stated that student dropouts is relatively higher in day schools than in boarding schools and this variance is due to the distribution of resources. Report on the Education News (2012) stated that, in West Pokot, boys' education is sacrificed for the sake of livestock. The boy-child is introduced to grazing cattle at a tender age of five. He is also taught how to handle the gun to protect his community and livestock. This denies the child his right to education. Livondo (1992) in his study on the influence of the school administration in student dropouts observed that dropouts is relatively higher in day schools than in boarding schools. This variable is attributed in terms of distribution of educational facilities. Kaufman (2002) observed that lack of boarding facilities constitute a barrier to male education among the marginalized communities. Students who attend day schools are more likely to dropouts than those in boarding schools, because some day scholars, walk for long distances to school may be tiresome. Boys' who attend day schools are more likely to dropouts of school due to walking for long distances and

being involved in working for financial assistance of their parents (UNESCO, 1998).

2.6 Influence of discipline on boys' dropouts

Discipline is the fundamental aspect of good behavior and performance. The cause of indiscipline may stem from the students themselves or disagreement with teachers. According to Comber (1979), the central aim of education is discipline and in its widest sense, is to help youngsters become competent, responsible, self directing and fulfilled person. In most schools, disruptive behavior is not acceptable hence leading to dropouts. The availability of open channels of communication which encourage face-face discussions by school management and students and having a functional guidance and counseling unit in the school would help to avoid most of the indiscipline cases reported today. Onyango (1993) observed that crime committing students are delinquents who organize theft from their fellow students or parents at home. They engage in illicit drinking of alcohol, rape and assault female students. Such delinquents of 12-17 years are unable to complete schooling.

As some students approach adolescence age they develop a feeling of independence and a sense of assertion which lead to anxiety and restlessness which culminates to indiscipline. Schools on the other hand do not have qualified staff to handle students carefully during the adolescent stage hence they feel neglected and abscond from school. The study noted that, 72 percent of dropouts cases among girls in Keiyo District was due to indiscipline and lack of guidance and counseling

in schools (Kibogy, 2001). According to a report on the Education News (2012), criminal activities among the male youth are high. In 1991, male students in a mixed secondary school invaded a female dormitory and raped more than 70 girls, leaving 19 others dead. In 1999, a group of male students locked up four students in their cubicles and doused them in petrol killing them instantly. Human Rights Watch (2001) found that both boys' and girls were involved in drug and alcohol abuse and assisted their parents in selling local brews in Kibera Nairobi. In Mombasa County, drug abuse has become a major issue among secondary school boys'. There are approximately 40 maskani (meaning location in Swahili) where drug abusers meet to share drugs. Bhang smoking has until recently become a drug of choice among secondary school boys', but heroine is becoming increasingly popular (Education News 2012). Just like in the rest of the country, indiscipline among students occurred in Laikipia central district leading to suspension of students who finally dropped out from school.

According to Meece (1987), male teachers tend to be more authoritative whereas female teachers tend to be more supportive and expressive. He went on to state that male teachers often have a special role as discipliners. They occupy leadership positions as head teachers, sports coaches and heads of departments because they command a lot of attention. Wamalwa (2011) agrees with Meece and writes that if there were more male teachers in schools they would have less discipline problems especially from boys.

According to Gachoki (2006) in the student unrest in 2006 in Nyandarua district, a high percentage of the cases involved male students. Out of the 8 secondary schools reported to have had strikes, 7 were boys' and mixed secondary schools with only one girl school. Cumberland Whitefield (1979) stated that the central aim of education is to inculcate discipline to help the youngsters become competent, responsible, self directing and fulfilled persons. Missionary run schools have succeeded in curbing indiscipline because they instill discipline and character formation in their students.

2.7 Summary of the reviewed literature

The literature review largely discussed institutional factors which caused withdrawal of students from formal educational programmes. The literature reviewed the various institutional characteristics whose absence in the school lead to student dropouts. The study looked at such institutional characteristics like the school physical facilities, the availability of teachers, the administrative skills of the head teacher, the type of school, the school discipline and the school curriculum and their relationship to the phenomenon of boys' dropouts in public secondary schools. From the review it was evident that the issue of boys' dropouts in Laikipia central district was a concern to the education stakeholders. There was therefore a need to prevent the occurrence of boys' dropouts in public secondary school by creating conducive environment to retain them in school.

2.8 Theoretical framework

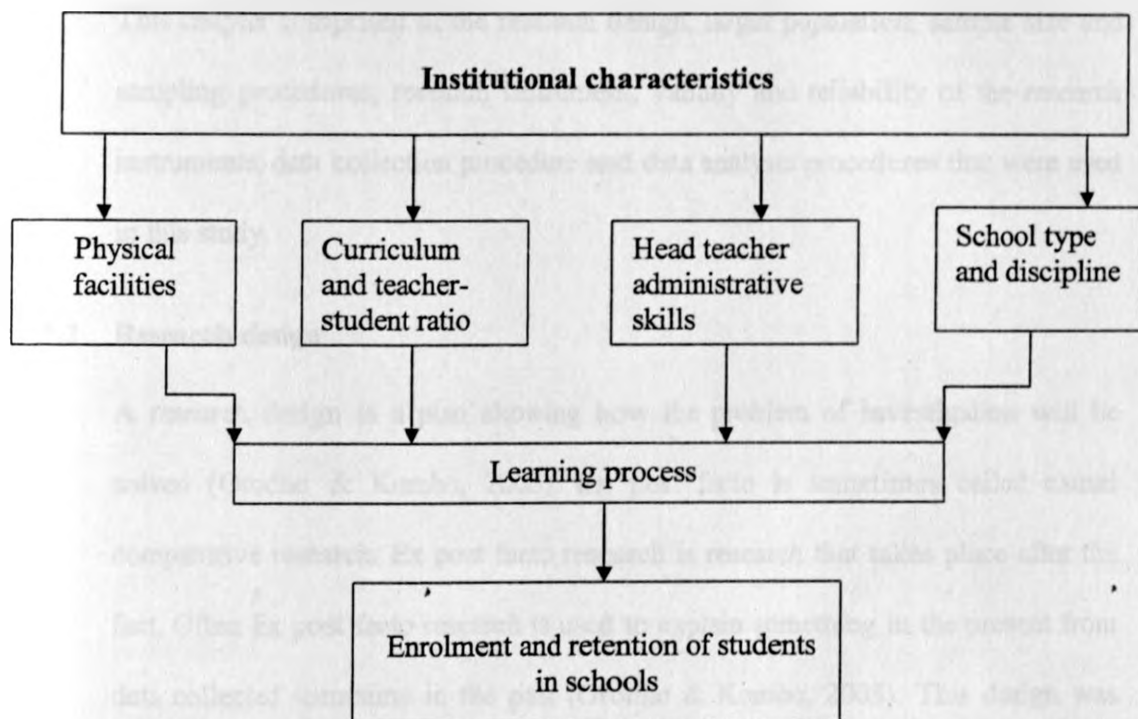
This study was based on Fredrick Herzberg theory of motivation. Herzberg (1959) looked at the causes of job satisfaction and dissatisfaction. In his theory of work motivation, he stated that people are dissatisfied by bad working environment (hygiene factors) and encouraged to put effort in work by good working environment (motivator). The theory can be used in the school environment to outline the contribution of institutional characteristics in enhancing retention of boys' in the school thus preventing dropouts. The presence of poor leadership skills from the school head teacher, lack of enough school physical facilities, inadequacy of teachers in the school, unavailability of boarding facilities in the school, indisciplined student body and a de-motivating curriculum will distract the smooth learning environment necessary for learning. The end result will be dropping out of boys' from schools. The school managers, the teachers and the parents should therefore strive to ensure all the necessary learning resources are availed to retain students in the school and in the process eliminating student dropouts.

2.9 Conceptual framework

The conceptual frame work illustrated the relation between variables for effective retention of boys' in schools. This is shown in Figure 2.1

Figure 2.1.

Relationship between institutional variables and boys' dropouts in public secondary schools in Laikipia central district



Conducive institutional variables existing in the school environment will greatly enhance the smooth learning in the school environment. A school manager with the necessary skills to run the school plant will encourage boys' to be positively involved in the learning process retaining them in the school. The presence of good leadership of the head teacher, availability of the required physical resources, proper staffing of the school, boarding facilities, disciplined students and a motivating school curriculum will lead to high enrolment and retention of boys' in the school, thus improving students' participation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprised of the research design, target population, sample size and sampling procedures, research instrument, validity and reliability of the research instruments, data collection procedure and data analysis procedures that were used in this study.

3.2 Research design

A research design is a plan showing how the problem of investigation will be solved (Orodho & Kombo, 2003). Ex post facto is sometimes called causal comparative research. Ex post facto research is research that takes place after the fact. Often Ex post facto research is used to explain something in the present from data collected sometime in the past (Orodho & Kombo, 2003). This design was appropriate for this study as it enhanced an investigation of the institutional characteristics influencing boys' dropouts in Laikipia central district.

3.3 Target population of the study

Mbwesa (2008) defines target population as the entire group of people, events or things that the researcher wishes to investigate. This study was carried out in Laikipia central district which is one of the administrative districts of Laikipia County. The district has a total of 13 public secondary schools. The target

population will comprise of the head teachers, teachers and students of the 13 schools. The district has 13 head teachers, 213 teachers and 2894 students.

3.4 Sample size and sampling procedures

Mugenda and Mugenda (2003) define a sample as a small group obtained from the accessible population. The study used Krejcie and Morgan (1970) table since it gives 95 percent certainty and 5 percent sampling error (Krejcie & Morgan 1970).

Table 3.1

Total population and sample size for schools, head teachers, teachers and students

Data collected	Total population	Sample size	Remarks
Schools	13	12	All schools sampled
Head teachers	13	12	All head teachers
Teachers	213	134	11 teachers per school
Students	2894	338	28 students per school

From the 12 sampled schools using the Krejcie and Morgan (1970) table, all the head teachers were purposively sampled. From each school 11 teachers were selected using systematic sampling. Systematic sampling was used to select 28 students from each school i.e. 338/12. The researcher also used the class registers to select the students. The sample therefore had 12 head teachers, 134 teachers and 338 students totaling to 484 respondents.

3.5 Research instruments

The study used an questionnaires for the head teachers, teachers and students to collect data.

Mugenda and Mugenda (2003) define a questionnaire as a written set of questions to which the subject responds in writing. They further state that questionnaires are cheap to administer to respondents scattered over a large area. It is convenient for collecting information from a large population within a short span of time.

Document analysis which included class registers, admission records and students' completion records were assessed.

The questionnaire for the teachers and students consisted of open and close ended questions which had two sections (A and B). Section A collected the demographic information while section B collected data on the institutional characteristics influencing boys' dropouts in public secondary schools in Laikipia central district. The questionnaires were used in the study as they required less time, were less expensive and permitted collection of data from a wide population (Orodho, 2005).

3.6 Instruments validity

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended to measure (Mbwesa, 2008). According to Orodho (2004), once questionnaires have been constructed they should be tried. The researcher studied the answers to the questionnaires to ascertain whether all the objectives had been addressed from the responses and answers given. For this study

content validity of the research instruments was established, by having the instruments appraised by the supervisor and experts in education administration and during the pilot study which was conducted in the remaining one public secondary school. All the vague questions were reviewed (Orodho, 2004).

3.7 Instruments reliability

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test- re-test technique was used. This test-re-test method involved administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument was said to be reliable for data collection. The formula for this relationship is:

$$r_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{NS_x S_y}$$

Where : -

X is the score of a person on one variable.

Y is the score of a person on the other variable.

\bar{X} is the mean of X distribution.

\bar{Y} is mean of Y distribution.

S_x is the standard deviation of X scores.

S_y is the standard deviation of Y scores.

N is the number of scores within each distribution and Σ is summation sign.

r_{xy} is the Pearson product moment correlation coefficient.

3.8 Data collection procedure

The researcher sought a research permit from the National Council for Science and Technology. The District Education Officer and District Commissioner Laikipia central district were notified about the research to be carried out. Information was also sent to the sampled schools in good time informing them of the data collection exercise, once consultation had been made with the head teacher on appropriate dates. The researcher visited the selected schools and administered the instrument to the respondents personally.

3.9 Data analysis techniques

Upon receiving the questionnaires and interview schedules from the respondents, they were checked, coded and processed. Quantitative data was arranged and recorded according to research questions after which frequencies; percentages, and bar graphs were used for the presentation and analysis. Class registers were helpful in tracing class attendance patterns of students. Admission records showed the

students who were admitted in the respective schools. Completion registers showed students who completed education cycle in the same school. Qualitative data was edited or cleaned up then arranged into themes and patterns using codes then analyzed and interpreted like the quantitative data. The data was analyzed using the Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATIONS

4.1 Introduction

This chapter presents data analysis and presentations to investigate the institutional characteristics influencing public secondary school boys' dropouts in Laikipia Central district, Kenya. Responses from the head teachers, teachers and students are presented to show background information. The first section provided demographic information collected from the respondents from Laikipia Central district. The rest of the chapter was organized along the study objectives.

4.2 Questionnaire return rate

Two categories of instruments were used to collect data: the head teachers' interview schedule, and the teachers and students questionnaires. Table 4.1 shows respondent's interview schedule and questionnaire return rate.

Table 4. 1

Respondents questionnaire return rate

Respondents	Expected Response	Actual Response	Response rate Percentage (%)
Head/teachers	12	12	100
Teachers	134	119	88.8
Students	338	298	88.2
Total	484	429	88.6

This represented 100 percent return rate for the head teachers. The teachers had a questionnaire return rate and the students as some of these respondents did not return the questionnaires as expected and follow-up was a hindrance due to the vast distances in the district. The researcher personally distributed the questionnaires to the respondents and ensured that all were properly filled and then collected them.

4.3 Demographic information of the respondents

This section presents the background information of the demographic data of the head teachers, teachers and students and it highlighted the major characteristics of the target population in the study. Demographic information provided a summary concerning gender of the respondents, age, academic qualifications and the period

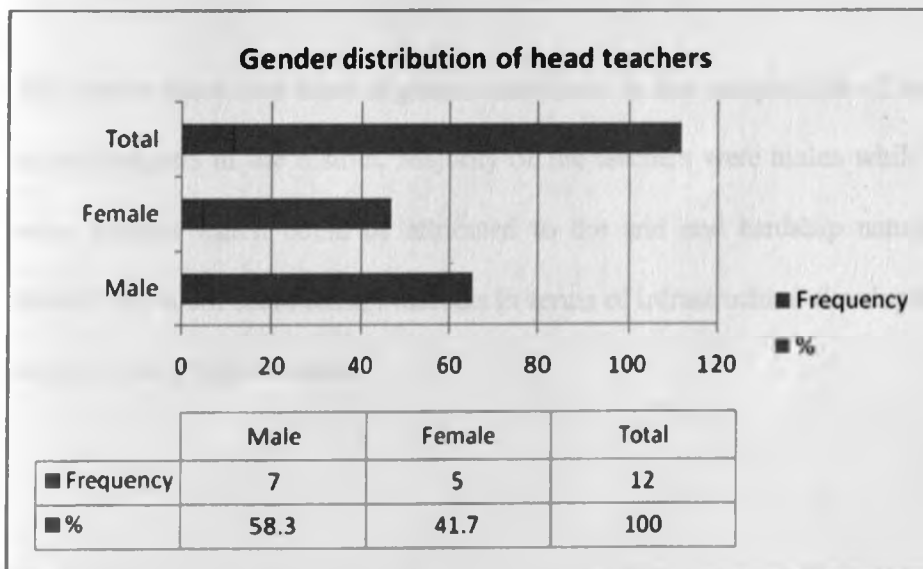
they had served as in their professional life and in their respective schools in Laikipia Central district.

4.3.1 Gender of the Respondents

Gender was considered in order to compare the general distribution of the teaching force in the district in terms of gender. This was important as it had far reaching implications in role modeling of students by the teachers. The gender distribution of head teachers in the district is shown in Table 4.2.

Table 4. 2

Gender distribution of head teachers



In terms of gender, majority of the head teachers were males while the rest four were females. This means that male head teachers are more than females in the

district public secondary schools. The distribution of teachers by gender in the district is shown in Table 4.3.

Table 4. 3

|Gender distribution of teachers

Gender	Frequency	Percentage
Male	69	58
Female	50	42
Total	119	100.0

The results show that there is gender imbalance in the composition of secondary school teachers in the district. Majority of the teachers were males while the rest were females which could be attributed to the arid and hardship nature of the district that could scare female teachers in terms of infrastructural development and security status in the district.

Table 4. 4

Gender distribution of students

Gender	Frequency	Percentage
Male	179	60
Female	119	40
Total	298	100.0

In terms of gender, majority of the students were males (60%) while the rest (40%) were females. The enrollment of boys' to secondary schools is higher than that of the girls although the boys' dropouts is higher.

4.3.2 Academic qualification of the respondents

Academic qualifications of the head teachers and teachers were important as it indicates whether these officers have the right qualifications to perform the duties assigned to them effectively. Head teachers were asked to state their academic qualifications, as indicated in Table 4.5

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Table 4. 5

Academic qualification of head teachers

Qualification	Male	Female	Total	Percentage
M.Ed	2	1	3	30
B.Ed	4	4	8	60
S1	1	0	1	10
ATS	0	0	0	0
Total	7	5	12	100

The study showed that majority of the head teachers in the district had B.Ed degree and they were equally distributed between the males and the females. Also, 30 percent of the head teachers had a MEd degree certificate as a qualification. Wanjiru (2006) had also found out that majority of the head teachers in Kenyan secondary schools have at least a degree certificate which equips them with the basic skills to run their institutions. Teachers were asked to state their academic qualifications and results are shown on Table 4.6.

Table 4. 6

Academic qualification of teachers

	Male	Female	Total	Percentage
M.Ed	8	12	20	17
B.Ed	32	28	60	50
S1	19	20	39	33
Total	59	60	119	100

The results showed that majority of the teachers had a B.Ed degree, another of the teachers had a S1 qualification, with the other being ME.d degree holders. Teachers in the district were therefore satisfactorily qualified to teach in secondary schools.

4.3.3 Professional qualification of the head teacher and teachers

Professional qualifications of the head teachers and teachers was necessary to study in order to verify whether these officers were effectively equipped to handle the work in their work stations. Head teachers were asked to state their professional qualifications, as indicated in Table 4.7.

Table 4. 7

Professional qualifications of head teachers

	Male	Female	Total	Percentage
Graduate	6	5	11	91.7
Diploma	1	0	1	8.3
Total	7	5	12	100

From the results, it is evident that majority of the head teachers were graduate teachers and therefore sufficiently qualified to handle their schools.

Table 4. 8

Professional qualifications of teachers

	Male	Female	Total	Percentage
Graduate	40	40	80	67
Diploma	19	20	39	33
Total	59	60	119	100

The results showed that majority of the teachers were graduate teachers and diploma holding teachers were therefore professionally qualified to handle the teaching/learning duties in the schools. ASAL districts attract less numbers of teachers due to the harsh conditions.

4.3.4 Period of head teachers and teachers stay in the school

The period that a head teacher or teacher has spent in the school is vital to study in order to understand whether they have the necessary experience to handle the school issues. Head teachers were asked to state their stay in the present school as indicated in Table 4.9.

Table 4. 9 period of head teachers stay in the school

Response (years)	Frequency	Percentage
Under 3 years	2	16
3-6	4	34
7-9	6	50
Total	12	100

Majority of the head teachers stated that they had stayed for a period of 7-9 years and were therefore well experienced. Laikipia Central district is not attractive to work in for many officers as it is a hardship area.

The teachers were asked to state their period of stay in the present school as shown in Table 4.10.

Table 4. 10

Period of teachers stay in the school

Response (years)	Frequency	Percentage
Under 3 years	22	19
3-6	50	42
7-9	28	24
Above 9	19	16
Total	119	100

The results indicated that most of the teachers stated that they had stayed for a period of 3-6 years and were well experienced in dealing with school related issues.

4.4 Research questions

This chapter presented the findings on the institutional characteristics influencing public secondary school boys' dropouts in Laikipia Central district, Kenya. It highlighted the effects of school physical facilities, curriculum and teacher-student ratio, head teachers administrative skills, school type and discipline and their influence on secondary school boys' dropouts in Laikipia Central district.

4.4.1 Head teachers' responses on cases of boys' dropouts in the school

The question aimed at establishing whether cases of dropouts among boys' manifested itself in the schools. Head teachers were asked to state if they had encountered cases of boys' dropouts in their schools and the responses are shown in Table 4.11.

Table 4. 11

Head teachers' responses on cases of boys' dropouts in the schools

	Yes	%	No	%
Response	12	100	0	0
Total	12	100	0	0

All the head teachers indicated that they had encountered the phenomenon of boys' dropouts in their schools. Possible reason for the responses was that head teachers shared similar institutional characteristics that influenced boys' dropouts in their schools.

4.4.2 Adequacy of staffing in the schools

The question aimed at understanding the head teachers' comments on the staffing status in the school and the results are outlined on Table 4.12.

Table 4. 12

Adequacy of staffing in the schools

Rate	Yes	Percentage
Adequate	2	17
Fair	4	33
Inadequate	6	50
Total	12	100

Majority of the head teachers indicated that there was a shortage of staffing in the schools. This agrees with Wanjiru (2006) who had asserted that lack of teachers in schools greatly contributed to student dropouts in Nyandarua district.

4.4.3 Frequency of head teacher holding meetings with the teachers, parents and students

The question aimed at finding out the frequency of the head teachers' holding meetings with the school stakeholders and the results are presented on table 4.13.

Table 4. 13

Frequency of holding meetings in the school by head teachers

Rate	Yes	Percentage
Monthly	12	100
Termly	0	0
Yearly	0	0
Not at all	0	0

All the head teachers stated that they usually held monthly meetings with the teachers, students and parents. These meetings are crucial since they offer the forum of disseminating information to the students, teachers and parents necessary for effectiveness and efficiency of the school activities. Head teachers as managers of schools realize the importance of such meetings for development of their schools.

4.5 Curriculum and students' dropouts

Curriculum is all what is taught within a school environment. The head teachers, teachers and students were asked to state the influence of the school curriculum on boys' dropouts in their schools and their responses are shown in Table 4.14.

Table 4. 14**Curriculum and boys' dropouts**

	never		rarely		Often		sometimes		Always		total
	f	%	f	%	f	%	f	%	f	%	f
Curriculum											
Head teachers	0	0	0	0	9	75	3	25	0	0	12
Teachers	0	0	0	0	100	84	15	13	4	3	119
Students	0	0	0	0	171	57	35	12	92	31	298

The responses from the head teachers indicated that curriculum was a major contributor to boys' dropouts since majority of the head teachers (75%) felt that it often played a significant role in boys' dropouts in most schools in the district as it was both too broad and sometimes not relevant to students needs. Among the teachers, (84%) stated that curriculum often influenced boys' dropouts in the district and 57% of the students felt that curriculum influenced drop This agrees with the study done by Khaleei Times (2006) which identified curriculum as the major cause of student dropouts in Saudi Arabia.

4.6 Physical facilities and boys' dropouts

Physical facilities are the school facilities like classrooms, laboratories and toilets that facilitate the process of teaching and learning. The head teachers, teachers and students were asked to give their comments on the influences of physical facilities

and teacher resources on boys' dropouts in their schools. Their responses are shown in Table 4.15.

Table 4. 15

Influence of physical facilities on boys' dropouts

	never		rarely		often		sometimes		always		total
Physical facilities	f	%	f	%	f	%	f	%	f	%	
Head teachers	0	0	0	0	7	58	2	17	3	25	12
Teachers	0	0	0	0	68	57	40	34	11	9	119
Students	0	0	2	4	174	58	50	17	74	25	298

Majority of the head teachers, teachers, and students felt that physical facilities often contributed to boys' dropouts in the district. Rono (1990) had also established that physical facilities greatly contributed to student dropouts in Kericho district.

4.7 Teachers' adequacy and boys' dropouts

Teacher adequacy refers to the presence of qualified teachers in schools and in the required numbers or per the curriculum based establishment (CBE). The head teachers, teachers and students were asked to give their views on the influence of teacher adequacy on boys' dropouts and the results are shown in Table 4.16.

Table 4. 16

Influence of teachers' adequacy on boys' dropouts

	never		rarely		Often		sometimes		always		total
Teacher adequacy	f	%	f	%	f	%	f	%	f	%	f
Head teachers	0	0	0	0	12	100	0	0	0	0	12
Teachers	0	0	4	14	72	61	34	29	13	11	119
Students	0	0	0	0	153	51	72	24	73	25	298

All the head teachers and majority of teachers and students stated that lack of enough teachers was often a major contributor to boys' dropouts in the division. Wanjiru (2006) asserted that lack of teachers in schools greatly contributed to student dropouts. Employment of teachers by the government will help in solving the shortage of teachers which contribute to student dropouts.

4.8 Influence of teacher-student ratio on boys' dropouts

Teacher- student ratio is the approach of the ratio between the teachers and the students in the school. The head teachers, teachers and students were asked to comment on the influence of teacher-student ratio in their schools and they gave the responses shown in Table 4.17.

Table 4. 17

Teacher-student ratio and boys' dropouts

T/student ratio	never		rarely		often		sometimes		always		Total
	f	%	f	%	f	%	f	%	f	%	
Head teachers	0	0	0	0	8	67	1	8	3	25	12
Teachers	0	0	0	0	82	69	23	19	14	12	119
Students	7	2	7	2	190	64	52	17	42	14	298

Head teachers, teachers and students in each case felt that teacher- student ratio often contributed to boys' dropouts in the schools. Mwaura (1996) had pointed out that teacher- student ratio significantly contributed to student dropouts.

4.9 Influence of head teachers' administrative skills on boys' dropouts

The role of the head teacher is to ensure a learner friendly atmosphere. The head teacher as an administrator should be able to integrate all functions in the school with the student personnel function. The head teacher, the teacher and students were asked to state their views on the influence of head teachers' leadership skills on boys' dropouts as indicated in Table 4.18.

Table 4.18

Head teachers' administrative skills and boys' dropouts

	never		rarely		often		sometimes		always		Total
	f	%	f	%	f	%	f	%	f	%	
h/teacher											
leadership skill											
Teachers	0	0	0	0	9	8	17	14	93	78	119
Students	0	0	0	0	48	16	83	28	167	56	298

Many of the teachers and of the students indicated that the head teachers' leadership skills played a major role in boys' dropouts. This agreed with Rumberger (1987) who strongly emphasizes that dropping out is viewed as a serious administrative problem. He adds that school administrators, educators and policy makers are responsible for making the curriculum and the school climate conducive for learning in terms of motivation, satisfaction and communication to both the teachers and students.

4.10 The influence of school type on boys' dropouts

School type refers to the status of the school, whether boarding or day. Students may have preference to a one particular type of school more than the other. The head teachers, teachers and students were asked to indicate the influence of school type and discipline on boys' dropouts as shown in Table 4.19.

Table 4. 19

Influence of school type on boys' dropouts

School type	1		2		3		4		5		Total
	f	%	f	%	f	%	f	%	f	%	f
Head teachers	0	0	0	0	3	25	6	50	3	25	12
Teachers	0	0	2	2	76	64	15	13	26	22	119
Students	17	5	39	13	169	54	35	11	40	13	298

Key

1-No Influence 2-Little influence 3-Fairly much influence 4-Much influence

5-Very much influence.

50% of the head teachers stated that the type of school attended by a student had much influence on dropouts in the district. Majority of the teachers and students felt that school type had fairly much influence on boys' dropouts in the district. Day schools had problems associated with them like walking for long distances and this may influence students to dropouts of school. Kaufman (2002) had also observed that school type was a hindrance to education and led to student dropouts.

4.11 Discipline and boys' dropouts

Discipline refers to the right code of behavior which students should exhibit in school for effective learning to take place. Class attendance registers were helpful in determining the class attendance records for students with disciplinary cases. Head teachers, teachers and students were requested to state their views on the influence of discipline on boys' dropouts as shown on Table 4.20.

Table 4. 20

Influence of discipline on boys' dropouts

	1		2		3		4		5		Total
Discipline	f	%	f	%	f	%	f	%	f	%	f
Head teachers	0	0	0	0	8	67	3	25	1	8	12
Teachers	0	0	0	0	93	78	10	8	15	13	119
Students	0	0	5	2	169	57	63	21	61	20	298

Key

1-No influence 2-Little influence 3-fairly much influence 4-Much Influence 5-Much influence

The head teachers, teachers and students stated that discipline was a major cause of boys' dropouts in many schools in the district. Many students cannot be able to stay in school as a result of indiscipline and they end up dropping from school. Kibogy (2001) stated that 72% of student dropouts in Keiyo district was as a result of indiscipline.

4.12 Teachers' responses on community attitude towards education

The question aimed at identifying the teachers view on the community attitude towards education. The teachers' responses on community attitude towards education are shown on table 4.21.

Table 4. 21

Teachers' response on community attitude towards education

Attitude	Total	Percentage
Positive	34	29
Negative	85	71

Majority of the teachers indicated that the community had a negative attitude towards education. UNESCO (2008) established that low level of education among parents and apathy to education influenced student dropouts.

4.12.1 School boys' attitude towards education

The views of the teachers were sought on the school boys' attitude towards education and the responses are shown on table 4.22.

Table 4. 22

School boys' attitude towards education

Attitude	Total	Percentage
Positive	47	39
Negative	72	61

Majority of the teachers asserted that school boys' have a negative attitude towards education in the schools. Kaufman (2002) had also observed that negative attitude towards education among teenagers was a hindrance to education and led to student dropouts.

4.13 Frequency of organizing guidance and counseling sessions in the school

Dropout is an important indicator of indiscipline especially so in arid and semi-arid areas where there are more motivators outside the school to encourage dropouts. The head teachers and the deputies were asked to give their comments on the dropouts rate in their schools. Their responses are shown in Table 4.23

Table 4. 23

Frequency of teachers organizing guidance/counseling sessions

Rate	Yes	Percentage
Often	84	71
Frequently	35	29
Rarely	0	0
Never	0	0
Total	119	100

A large percentage of the teachers stated that they often organized guidance and counselling sessions in the schools. This failed to agree with Mutuma (2005) who asserted that guidance and counselling is a key element in realising students problems and seeking for solutions. The frequency of guidance and counselling sessions in public secondary schools in Laikipia district was below par hence it should be enhanced.

4.14 Respondents' Suggestions on Measures to curb dropouts in schools

The head teachers, teachers and students of the selected schools were asked to state mitigation measures to deal with the boys' dropouts in their schools. Head teachers

were asked to give their opinions on measures for curbing boys' dropouts in the schools and their responses are shown in Table 4.24.

Table 4. 24

Head teachers' responses on curbing boys' dropouts

Suggestion	Head teachers	Percentage
Employ more teachers	12	100
Guidance and counseling	10	83
More bursaries	10	83
Better teacher/pupil ratio	8	67
Build more schools	6	50
Corporal punishment	4	33
Phasing out mixed schools	5	42
Introduction of sex education	4	33

Table 4.24 shows the frequency for the mitigation item chosen by the head teachers, teachers and students. All the head teachers felt that employing more teachers, availability of adequate bursary, funds and guidance, and counseling could fully help in curbing boys' dropouts in schools. Other measures that could be used to alleviate boys' dropouts included improving the teacher- student ratio. Corporal punishment and introduction of sex education would do very little to curb boys' dropouts according to most headteachers.

Table 4.25 shows the frequency for the items in the table on the opinions of teachers on measures of curbing student dropouts in the district.

Table 4. 25
Teachers’ responses on curbing boys’ dropouts

Suggestion	Teachers	Percentage
Employing more teachers	119	100
Corporal punishment	90	76
Increasing boarding schools	82	69
Build more schools	79	66
Better teacher-pupil relationship	57	48
More funds for FSE	22	18
Guidance and counseling	78	66
Soliciting funds from NGOs	8	7
Boy-child education	27	23

All the teachers felt that employing teachers could help in reducing boys’ dropouts. Other measures that could be used to alleviate dropouts included emphasis on introduction of corporal punishment, increasing boarding schools, guidance and

counseling and build more schools. However soliciting for more funds from NGOs was less advocated for as a means of curbing boys' dropouts.

Table 4.26 shows the frequency of the items chosen by the students on measures of curbing dropouts in the schools.

Table 4. 18

Student's responses on curbing boys' dropouts

Suggestion	Students	Percentage
Guidance and counseling	253	85
Provide enough facilities	242	81
Employing more teachers	219	73
Motivate students	134	45
Provision of bursaries	136	46
Discipline students	209	70
Manage schools well	138	46
Fair punishment	151	51
Total		62.1

This question was meant to identify what the students of the selected schools felt were the necessary measures to deal with the boys' dropouts in their schools. From the results, of the students' respondents felt that guidance and counseling could

fully help in dealing with boys' dropouts. Other measures that could be used to alleviate boys' dropouts included; employment of teachers, provision of enough school facilities and students discipline. It is evident from the three sets of respondents that some of the measures that can be used to curb boys' dropouts includes; employment of more teachers, provision of bursaries, guidance and counseling, and providing enough learning facilities in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research study, conclusions and recommendations. The research findings were summarized as per the objectives of the study.

5.2 Summary of the study

The purpose of this research study was to examine the institutional characteristics influencing public secondary school boys' dropouts in Laikipia central district, Kenya. It highlighted the effects of school physical facilities, curriculum and teacher-student ratio, head teachers administrative skills, school type and discipline and their influence on secondary school boys' dropouts in Laikipia Central district. Ex post facto research design was used. This design was appropriate as it enhanced an investigation of the institutional characteristics influencing boys' dropouts in public secondary schools in the district. Questionnaires for head teachers, teachers and students were used to collect data. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department and then subjected to a pilot study. The instrument was tested for reliability through test-retest technique and reliability coefficient was 0.9. Descriptive statistics was used to collect data assisted by Statistical Package for Social Sciences (SPSS) programme and the results presented in form of tables, frequency, and bar graphs.

5.3 Discussion of study findings

Adequacy of school physical facilities, curriculum and teacher-student ratio, head teachers administrative skills, school type and discipline had an influence on secondary school boys' dropouts in Laikipia Central district.

Influence of school physical facilities on boys' dropouts

All the schools seemed to have a dire shortage of physical facilities which is a very essential resource for effective learning. Majority of the head teachers (58%), teachers (68%), and students (57%) felt that physical facilities often contributed to boys' dropouts in the district. The school stakeholders in the district must strive to equip secondary schools with the needed physical facilities to eliminate this as a causative factor for boys' dropouts.

Influence of curriculum and teacher-student ratio on boys' dropouts

Curriculum was viewed as a major causative factor to boys' dropouts among the three respondents. The responses from the head teachers indicated that curriculum was a contributor to boys' drop as (75%) felt that it often played a significant role in boys' dropouts in most schools in the district. Among the teachers, 84% stated that curriculum often influenced boys' dropouts in the district. Also, 57% of the students felt that curriculum influenced dropouts because it was overloaded and irrelevant in improving their requirements. Majority of the head teachers (67%), teachers (69%), and students (64%) in each case felt that teacher- student ratio often contributed to boys' dropouts in the schools.

Influence of head teachers administrative skills on boys' dropouts

Majority of the teachers (78%) and (56%) of the students indicated that the head teachers' leadership skills played a major role in boys' dropouts. School administrators, educators and policy makers are responsible for making the curriculum and they should make the school climate conducive for learning in terms of motivation, satisfaction and communication to the students to curb dropouts.

Influence of school type and discipline on boys' dropouts

Majority of the head teachers (50%) stated that the type of school attended by a student always influenced dropouts in the division. Majority of the teachers (64%) and students (54%) felt that school type often was a contributor to boys' dropouts in the division. Day schools have problems associated with them like walking for long distances and this may influence students to dropouts of school. Majority of the head teachers (67%), teachers (78%) and students (57%) stated that discipline was a major cause of boys' dropouts in many schools in the division. Indiscipline often contributes to boys' dropouts as the indiscipline ones finally find themselves out of school through dropping out.

Measures of curbing boys' dropouts in secondary schools

All the head teachers felt that employing more teachers, availability of adequate bursary (83%), funds and guidance (83%), and counseling could fully help in curbing boys' dropouts in schools. All the teachers felt that employing adequate teaching staff, introduction of corporal punishment (76%), increasing boarding

schools (69%) and guidance and counseling could help in reducing boys' dropouts. Among the students', (85%) felt that guidance and counseling could fully help in dealing with boys' dropouts. It is evident from the three sets of respondents that some of the measures that can be used to curb boys' dropouts includes; employment of more teachers, provision of bursaries, guidance and counseling, and providing enough learning facilities in the schools.

5.4 Conclusions

Students' dropouts in secondary school is a complicated and multifaceted phenomenon and it is a process and not an event. Institutional characteristics have been cited as being responsible for most cases of students' dropouts. Institutional characteristics accounted for forty four percent of the total school dropouts as compared to the other factors. Institutional characteristics are significant in influencing student dropouts in Kenyan secondary schools. Only a minimal percentage of students ever reach the end of secondary education in Kenya since a significant number dropouts. There is need to ensure one hundred percent retention of the few pupils who reach secondary level of education. Secondary school student dropouts is an indication of failure of an education system. It is evident that the issue of boys' dropouts in Laikipia central district is a concern to the education stakeholders. There is therefore a need to prevent the occurrence of boys' dropouts in public secondary school by creating conducive environment to retain them in school.

5.5 Recommendations

The following recommendations of the study based on the findings of the study were made:

- i The Ministry of Education should ensure that schools have all the physical facilities and other school resources necessary for effective teaching/learning process.
- ii The Ministry of Education should employ the needed teaching force for the teacher-student ratio to be at the recommended level and for effective education to commence in the schools based on Curriculum Based Establishment(CBE)
- iii The Ministry of Education must ensure that the school curriculum offered is relevant and motivating to the learners the workload and choice of subject should be bearable to the student.
- iv Guidance and counseling should be emphasized in schools to help curb indiscipline and the rate of boys' dropouts by deploying specially trained teachers to the schools.

5.6 Suggestions for further research

The following suggestions were made for further research:

- i. A comparative study on the institutional characteristics influencing public primary school boys' dropouts in Laikipia Central district, Kenya should be undertaken
- ii. A comparison on the institutional characteristics influencing public secondary school boys' dropouts in other ASAL districts should be studied.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 30197, Nairobi.

The head teacher
.....secondary school

Dear Sir/Madam, ,

I am a post graduate student pursuing a master's degree in Educational Administration at the University of Nairobi. I am conducting a research on **“Institutional characteristics influencing boys’ dropouts in public secondary schools in Laikipia central district, Kenya.”**

Kindly allow me to conduct this research in your school. Thank you for your cooperation and assistance.

Yours Faithfully

.....

Muchira John Karanja

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

This interview schedule aims at investigating the institutional characteristics influencing boys' dropouts in public secondary schools in Laikipia central district, Kenya. You are requested to respond to the item as honestly as possible.

Section A .Demographic Information

1. What is your age bracket?

Below 30 years ()

31-40 years ()

41-50 years ()

Above 50 years ().

2. Which is your highest academic qualification?

MED ()

B/Ed degree ()

Diploma ()

Other. Specify _____

3. What is your professional qualification?

Graduate ()

Diploma ()

S1 ()

ATS () Other. Specify _____

4. How many years have you served as a teacher? _____ Years

5. Have you encountered cases of dropouts in your school?

Yes ()

No ()

6. What can you say about staffing position in your school?

Very adequate ()

Adequate ()

Fairly adequate ()

Inadequate ()

Section B. Information on institutional characteristics influencing boys' dropouts in secondary schools.

7. How often do you hold students, teachers and parents meetings in your school?

Monthly ()

Termly ()

Yearly ()

Not at all ()

8. To what extent do the following factors influence boys' drop outs in public secondary schools?

a) Institutional factors	1	2	3	4	5
i Poor and overloaded curriculum.					
ii Lack of enough physical facilities.					
iii Lack of enough teachers resources.					
iv Poor teachers-student relationships.					
v Indiscipline among students.					
vi School type (day or mixed).					

Key

1- Not at all 2-Little extent 3-Fairly large extent 4-Large extent 5-
Very large extent

Thank you very much

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

Introduction

This questionnaire is intended to collect information on the institutional characteristics influencing boys' dropouts in public secondary schools in Laikipia central district, Kenya. You are requested to respond to the item as honestly as possible, and not to write your name anywhere in the questionnaire. The information given will be treated confidentially, where appropriate indicate your response by use of a tick (✓)

Section A. Demographic Information

1. What is your gender?
Male ()
Female ()
2. Which is your age bracket?
Below 30 years ()
31-40 years ()
41-50 years ()
Above 50 years ()
3. Which is your highest academic qualification?
MED ()
B/Ed degree ()
Diploma ()
4. How many years have you served as a teacher? -----

5. How long have you served as a teacher in your current station? ----Years

6. What is your professional qualification?

Graduate ()

Diploma ()

SI ()

ATS ()

Other Specify _____

Section B. Information on the institutional characteristics influencing boys' dropouts in public secondary schools

7. a) Are there boys' in your school who have dropped out of school previously?

Yes ()

No ()

b) What are the reasons for dropping out? -----

8. What is the community attitude towards education?

Positive ()

Negative ()

9. What is the attitude of the boys' towards education?

Positive ()

Negative ()

10. How often do organize for guidance and counseling sessions in your school?

- i. Weekly ()
- ii. Monthly ()
- iii. Thrice a term ()
- iv. Never ()

11. To what extent do the following institutional factors influence students to dropouts in your school? State the most applicable answer.

a) Institutional factors	1	2	3	4	5
Poor/overloaded curriculum.					
Lack of physical facilities.					
Lack of teachers resources.					
Poor-teacher/student relationships.					
Indiscipline among students.					
School type (day or mixed).					
Poor leadership by h/teacher					

Key: 1- No influence 2-Little influence 3-Fairly Large extent
 4-Large extent 5-Very large extent

12. Suggest the measures that can be taken to ensure that students do not dropouts of school? -----

13. What institutional factors would influence boys' dropouts

- i. Curriculum ()
- ii. Teacher-student ratio ()
- iii. School type ()
- iv. School discipline ()

Thank you very much

APPENDIX D

STUDENTS' QUESTIONNAIRE

This questionnaire is intended to collect information on the institutional characteristics influencing boys' dropouts in public secondary schools in Laikipia central district, Kenya. You are requested to respond to the item as honestly as possible, and not to write your name anywhere in the questionnaire. The information given will be treated confidentially, where appropriate indicate your response by use of a tick (✓)

Section A: Demographic Information

1. State your gender.
Male ()
Female ()
2. Which is your age bracket?
16-17 ()
17-18 ()
18-19 ()
19 and above ()
3. How many are you in your class? -----
4. How many are you in your family? -----

Section B: Information on the institutional characteristics influencing boys' dropouts in public secondary schools

5. To what extent do the following factors influence boys' drop outs in public secondary schools?

	1	2	3	4	5
Institutional factors					
Overloaded curriculum is taught					
The school facilities are not adequate					
Poor teacher-student relationship					
The teachers are inadequate					
Indiscipline among the students					
Limited study time in my day school					
Other factors					
Parents have no value in education					
Parent dislike to education					
Parents do not educate their children					
Poor leadership by h/teacher					

Key:

1-Not at all 2-Little extent 3-Fairly large extent 4-Large extent

5-Very large extent

6. In your opinion, what do you think the school administrators need to do to reduce incidences of dropouts in the school? -----

7. a) Are there school boys' in your home area who have dropped out of school?

Yes ()

No ()

b) If Yes what are the reasons for dropping out? -----

Thank you very much for your cooperation.

APPENDIX E
DOCUMENT ANALYSIS GUIDE

Documents to be analyzed

Class registers

Admission records

Completion registers

APPENDIX F

RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349

254-020-310571, 2213123, 2219420

Fax: 254-020-318245, 318249

When replying please quote

secretary@ncst.go.ke

P.O. Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/836**

27th June 2012

Date:

John Karanja Muchira
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional characteristics influencing boys' drop out in public secondary schools in Laikipia Central District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Laikipia Central District** for a period ending **31st July, 2012.**

You are advised to report to **the District Commissioner and the District Education Officer, Laikipia Central 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.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Laikipia Central District.

