HOUSEHOLD FACTORS INFLUENCING STUDENTS' PARTICIPATION IN EDUCATION IN PUBLIC SECONDARY SCHOOLS IN MBEERE SOUTH SUB-COUNTY, KENYA

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DECLARATION

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

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DEDICATION

This research project is dedicated to my daughters Esther Murugi, Immaculate Njeri and Grace Kageni, also my grandson Eugeen Kibet.

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ABBREVIATIONS AND ACRONYMS

CSES	Commercial Sexual Exploitation of Children
GOK	Government of Kenya
ILO	International Labour Organization
IPEC	International Program of Elimination Of Child Labour
IQ	Intelligence Quotient
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
NAEP	National Assessment of Educational Progress
NELS	National Educational Longitudinal Study
NGO	Non-Governmental Organization
SES	Socio Economic Status
SIMPOC	Statistical Information and Monitoring Programme on Child Labour
TSC	Teacher's Service Commission
UNICEF	United Nations Education Fund
USDOL	United State Department of Labour
WASCE	West African School Certificate Examinations

ABSTRACT

The main purpose of the study was to assess the household factors that influence students' participation in public secondary school in Mbeere South Sub-County, Kenya. To achieve this, the researcher had four objectives. These objectives included households' level of income influence on dropout, family attitude influence on dropout, influence of child labour on dropout and lastly the influence of family structure on the students' participation. This research adopted a descriptive survey design. The target population constitutes of all the 30 public secondary schools, 30 principals, 237 teachers and 945 students in the schools. This study consisted of 10 principals, 74 teachers and 212 students. Simple random sampling was used to select a third of the schools to participate in the study which added up to 8 secondary schools. The researcher designed the research instruments. She used questionnaires as research instruments for the principals, deputy principals, teachers, and students. Content validity and test-retest were used to check the validity and reliability of the instrument. Quantitative data from the questionnaire was summarized using descriptive statistics. This was done by ordering the teachers teaching experience, age, gender, academic qualification and school size using ordinal scale by use of mode. Quantitative data was then categorized. The overall average response rate of the total target population was therefore 92.2 percent. The findings showed that parental economic status does influence dropout among students in public secondary schools. The attachment to low household income is compounded by involvement in income generating activities, inability to afford basic needs, looking after young siblings and inability to pay fees. Family attitude influences dropout among students in public secondary school. The specific items that influence dropout rates are lack of role models, poor relationship of students and their parents, lack of understanding on motivating students, lack of academic guidance of students by parents, involvement in home activities that are not academically focused, lack of understanding of educational needs of students and parents having low value for education. Households' size influences dropout among students in public secondary schools. Households with large size have majority of the dropouts due to; lack of fees, lack of basic needs and lack of educational support. Finally, family structure also influences students' participation in public secondary school in Mbeere South Sub-County. The study recommended poverty alleviation measures should be strengthened in the society to enable all families get higher income so as to maintain their children in school till completion. Similar study should be undertaken in primary schools in the district in order to compare results

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

A home is a place where one lives permanently, especially as a member of a family or household. According to Hawes and Plourde (2004) environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents, siblings and peers. Hill and O'Neill (2004) explained that the social environment is the social life, societies and club affecting the individual.

The environment can also be classified as urban or rural environment. This therefore, entails the objects, materials, parents, siblings, peers and social life that exists in the home in which behaviour and performance constitute the home environmental factors. Participation on the other hand is the outcome of education; it is the extent to which a student, teacher or institution has achieved the educational goals in enrolment, retention, and completion. According to Fine (2003), participation is commonly measured by internal efficiency of pupils attendance and retention; however, there is a general agreement on how it is best tested. In some countries, the achievement of school is measured by the participation index.

Education being one other major means of providing an opportunity in life and belongingness to a suitable social class, modern families now plays crucial roles in the performance of children in school. It is widely recognized that many factors are involved in a child's participation such as parental education level, occupation, income, social class and type of parenting. They have a bearing also on the duration of his/her stay and achievement at school. The type of family and level of the parents' education and their socio-economic status influence the choice of school for their children. Hill (2004) pointed out that socio-economic status of parents has some influence on the participation of children.

Non completion of secondary schooling continues to be a matter of concern for policy makers and practitioners worldwide (Gray & Mark, 2009). School dropout problem has reached epidemic proportions internationally and has become a global problem confronting the education industry around the world (Bridge, Dilulio, & Morison, 2006). Across the world about 71 million teenagers are not attending secondary school, missing out on vital skills for future employment; this does jeopardize economic growth and social cohesion [United Nations Educational, Scientific and Cultural Organization (UNESCO), 2012].

In America, 12 percent of all public high school students fail to graduate from public high school (Bridge et al., 2006). In New Dehli, despite a small proportion of children actually reaching secondary education the dropout rates at secondary level are found to be very high with dropout rate standing at 36.04 percent

(Chugh, 2011). In Morocco the gross enrollment rate at the secondary level in 2007 was 55.8 percent with the grade repetition and drop-out rates remaining high (World Bank, 2008). According to United Nations Children's Fund (UNICEF) (2001) 40 percent and 49 percent of girls under 19 in Central and West Africa respectively dropout of school to marry compared to 27 percent in East Africa and 20 percent in Northern and Southern Africa.

Croft (2002) in Nigeria was of the opinion that household income is an important factor in determining access to education; this is so because educating a child attracts some potential costs such as school fees, uniforms, and the opportunity costs. According to Hunter & May (2003), in most poor countries of Africa, less than half of all children ever get to school and for the world as a whole, just half of children reach the secondary grade. In a study in Tanzania, Renzulli and Park, (2000) note that the main barrier to all households sending children to school was financial and their inability to pay especially those from lower income families. Olubadewo and Ogwu (2005) in Nigeria found out that children spend 87 percent of their time out of school under the influence of family.

The changing nature of the family structures such as single families, separated families, divorced families, orphan families and step families affects student's access to school. Because of this change in family structure communication and collaboration have become more difficult and children in this situation lack parental love, care, affection and motivation and are likely to drop- out, (Omebe,

2002). In a study in India, Ersado (2005) observes that family attitude is the most consistent determinant of a child's education. Higher parental education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth, Beegle & Koda, 2005).

Parents, who have attained a certain economic status, might want their children to achieve at least the same level. Currently Kenya has a programme of a subsidized secondary education introduced in 2008. Despite the fact that no tuition fees are paid, students still face challenges arising from household level that force them to dropout of schools (Njeru & Orodho, 2003). In Kenya the survival rate from Class One to form four is below 20 per cent, while those who survive from Class One to university is 1.69 per cent [Kenya Institute for Public Policy Research and Analysis, (Kippra), 2013]. School completion rate among students is of great concern in Kenya because the rate remains below 100 percent [Ministry of Education, Science and Technology (MoEST), 2000-2007].

Parents' socio-economic background, including education and income, has a substantial impact on children's outcomes. Ample evidence also documents the influence of parenting behaviors on children's development from babyhood to late adolescence. It is not out of place to imagine that the type of family, parents' economic status and their socio-economic background can have possible effects on the participation of children in school. The development environment of children would possibly affect their education or disposition to it (Hill, 2004).

In Mbeere South Sub-County, participation is measured by the student's performance in external examinations specifically KNEC (Kenya National Examinations Council) (Okundi, 2013) discovered that individual differences in participation have been linked to differences in intelligence and personality. He explained that students with higher mental abilities as demonstrated by IQ (Inteligence Quotient) test (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. Early participation enhances later participation. However, a number of factors contribute to that. It has also been discovered that certain factors can either influence or hinder the participation of students at any economic status. Such factors emanating from the school environment, curriculum planning and implementation, siblings/ peer group influence, home environment e.g parents, socialization patterns in the home, location of the home, modern gadgets at home and so on.

1.2 Statement of the Problem

In a bid to promote economic growth and human development, the government of Kenya in 2008 implemented the Free Secondary Education (FSE) programme so as to ensure increased participation of students in secondary education. According to MoEST (2012), the internal efficiency of education is the ability to retain students until they graduate from secondary school. Given the glaring dropout rate of students and ghastly effects of secondary school dropout, there is therefore a dire need to establish whether household factors influence the probability of

students dropping out of school despite the government efforts in subsidizing the cost of education.

Despite the fact that the Government of Kenya has been funding both primary and secondary schools, there is still low participation among the students (World Bank, 2008). In Mbeere South Sub-County there are many students who may be drop out or fail to transit from primary education. Many factors such as lack of facilities in school, lack of teachers, indiscipline, low intelligence, anxiety, pupils' need to achieve have been found to cause poor participation. While, these factors have been identified as possible factors that contribute to the variations in participation in secondary education not much has been done in Mbeere South Sub-County in Embu County, Kenya to show the role played by the students' home environment on his/her participation. This study therefore sought to establish whether the differences in students' participation in public secondary schools can be attributed to differences in their home environments.

1.3 The purpose of the Study

The purpose of this study was to determine the household factors influencing students' participation in secondary school education in Mbeere South Sub-County, Embu County.

1.4 Objectives of the Study

The objectives of the study were as follows:

i. To determine how family attitude influences students' participation in secondary education in Mbeere South Sub-County, Embu County.
ii. To establish how family attitude influences students' participation in public secondary schools in Mbeere South Sub-County, Embu County.
iii. To examine the extent to which child labour influences students' participation in public secondary education in Mbeere South Sub-County, Embu County.
iv. To determine how family structure influence students' participation in public secondary schools in Mbeere South Sub-County, Embu County.

1.5 Research Questions

The study sought to answer the following research questions:

i. How does family attitude influence students' participation in public secondary in Mbeere South Sub-County, Embu County?
ii. How does family attitude influence students' participation in public secondary education in Mbeere South Sub-County, Embu County?
iii. How does child labour influence students' participation in public secondary in Mbeere South Sub-County, Embu County?
iv. How does family structure influence students' participation in public secondary school in Mbeere South Sub-County, Embu County?

1.6 Significance of the Study

The study may assist the principals in rural schools to understand how home environment affects students' participation and assist the students to perform better. The significance of this study to the teachers is that it may serve as a guide that would enable them to understand their students and know the approach or method to adopt in teaching so as to bridge the gap of variation in participation and how to organize to use and to see that every student is carried along no matter his or her family's condition. Also the students may be able to intervene in the case of poor performance to offset the negative effects of changing dynamics of the family. This study may also help the parents to understand the effect of the home environment on participation of students' hence improving their home environment so as to improve students' participation. Furthermore, the findings and recommendations would be useful to the government, curriculum planners and examination bodies in policy making and in planning educational strategies for students. Finally, this work may be a guideline to the future researchers who will carry out their research work this area. It may raise and answer more questions on the home environment and its effect on the participation of rural schools students and open up new areas of study.

1.7 Limitations of the Study

A number of limitations were anticipated during the study. One of the aspects of this study was to determine parental financial status. As such, some respondents hesitated to provide useful information for the study due to embarrassment of

exposing their poverty level. The researcher overcame this by assuring the respondents that the findings of this study were used for academic purposes only. The researcher assured administrators of confidentiality of their names by destroying the information when it was no longer needed for inquiry. Also, some parents were not willing to give their family details for fear of exposing their private life. Some administrators were not willing to have the study carried out in their schools for fear of the study exposing their undesirable disciplinary measures. Some teachers were not willing to volunteer information about their school because of fear of victimization by their principals. The researcher also assured them of confidentiality of their names and the school's name through written assurance.

1.8 Delimitation of the Study

There are many factors affecting the participation of students, but this study only investigated the home environment. The study was conducted in rural public secondary schools in Mbeere South Sub-county. The principals, deputy principals, teachers and students were the respondents for the study because the study dealt with respondents who carry out disciplinary measures in schools.

1.9 Assumptions of the study

This study was undertaken based on the assumptions that economic status of the parents, parental involvement, child labour and broken family affect participation of students in rural schools and that the respondents will give honest answers to the researcher.

1.10 Definition of significant terms

The following are definitions of significant terms as used in the study.

Child labor: Refers to secondary schools engaging in waged jobs

Extrinsic motivation: Refers to performing an activity as a means to an end, to satisfy an external demand, or reward

Family attitude: Refers to the composition of a family

Household Environment: Refers to the family where the students are brought up.

Intrinsic motivation: Refers to doing an activity for itself and the pleasure and satisfaction derived from participating.

Motivation: Refers to being neither intrinsically nor extrinsically motivated to perform an activity.

Parental social economic status: Refers to financial status of the family.

Participation: Refers to the enrolment, attendance and completion rates in secondary schools

Performance: Refers to the grades both per subject and overall that the pupil obtained in examination.

1.11 Organization of the study

This study was organized in five chapters. Chapter one presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, study questions, significance of the study, limitations, and delimitations of the study, basic assumptions of the study, definition of key terms and organization of the study. Chapter two presents the literature review as well as the summary,

theoretical and the conceptual frameworks for the study. Chapter three presents the research methodology detailing the research design, target population, sample and sampling procedures, data collection instrument, validity and reliability of the instruments, procedure for data collection and data analysis methods. Chapter four consists of data presentation, findings and discussions, where tabular presentation and narrative discussions of the data was done. Chapter five consists of the summary, conclusions and recommendations of the study which were drawn from the data analysis in chapter four.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter consists of the literature review that supports the research and is comprised of the introduction of the chapter's content; the literature review presented according to the objectives of the study; and the theoretical and conceptual frameworks presented at the end of this chapter.

2.2 Family attitude and students' participation in secondary educaton

Children from families with low socio-economic status are at a greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure. Students from low socio-economic backgrounds that encounter these environmental factors are four times more likely to have learning disabilities than students from high socio-economic backgrounds while a combination of these environmental factors accelerate academic success. A student, who has not eaten for days and lacks proper clothing, cannot maintain focus in a classroom. Similarly, factors such as malnutrition, lack of motivation in homes, spousal violence, and single parents as well as impoverished home environments affect the development of the intellectual ability negatively (Mario, 2006). Thus, students from low socio-economic backgrounds tend to be below or just average in their intellectual

development particularly when this phenomenon is assessed in terms of scores or tests.

Bryk, Lee and Holland (2003) suggest that economic status is one of the best predictors of student achievement. Hill and O'Neil (2004) found that increasing family income in the USA by $10,000 per year is associated with an increase in student achievement of 2.4 percentile points. Grissmer, Kirby, Berends, and Williamson (2004) had similar findings on the relationships between income and school attendance.

Parent educational status is considered one of the most stable aspects of socio-economic status (SES) because it is typically established at an early age and tends to remain the same over time (Sirin, 2005). To date, many studies have established the effect of parents' socio-economic status on parental involvement. One consistent finding is that parents from the higher economic status are more involved in their child's education. In this case, the higher the parent's education level, occupation status, income and their household income, the higher would be the parent's involvement in their child's education. As a result, the strength of parental involvement enables the children to achieve education success at school (Katsilis & Rubinson, 2000). Lueptow (2005) in his study found that students who achieve high participation in education at school were from urban areas, who had educated parents with a higher occupation status and a higher income home. Consistent with Lueptow (2005) Sui-Chu & Willms' (2006) study indicated that

the parents' socio-economic status has a significant and positive relationship with parents' involvement in their child's education. These studies found that the parents' from higher socio-economic status exert greater parental involvement in their child's education.

According to Shaver & Wall's (2008) study on reading and mathematics achievements of eighth grade students, they found that the children from the higher socio-economic backgrounds achieved academic success in reading and mathematics due to effective parental involvement. On the other hand, Desimone's (2009) study on eighth-grade students indicated a positive and significant relationship between student's socio-economic status, parental involvement and students' achievement.

The higher the parent's family income, the higher would be the parental involvement. Hence, the students gain high achievement in reading and mathematics. Lockheed et al. (2009) who carried out a study on grade eight students in Thailand also reported that a child whose mother is highly educated and father is a professional obtained high scores in mathematics. There were also studies that have been focused on parents' social class rather than socio-economic status. For example, Lareau (2007) in her studies on first grade classrooms in a working class community and a middle class community found that parents in the middle class community tend to help their child more due to the better skills, the occupation status, income and time compared to the working class parents. Reay

(2004) in one of her studies found that mothers from the middle class have a good educational background that enables them to inculcate academic values in their child, thereby promoting self-confidence and participation which are transformed by the child into a more positive attitude and behavior of learning towards academic success. In Sewell and Hauser's (2000) study, a better financial resource among the middle class parents enhances the motivational support for their children, thereby encouraging the children to have high aspirations in education. Although the above studies ascribe parent's social class to parental involvement, it shares the same indicators as parents' socio-economic status.

The participation level looks at how children view the reasons for learning and the purpose of education. A child having a mastery goal orientation focuses on learning more than performing, and a child having a performance goal orientation is concerned more with the evaluation they receive than acquisition of skills. Students with a mastery goal seem to have more persistence and a higher intrinsic motivation. On the other hand, performance goal students appear to have greater difficulty with deep information processing. There were separate scales used in this study for mastery orientation and performance orientation. Some questions asked about encouraging hard work, talking about what's going on in school and reading with children. Many authors (Harris & Gibbon, 2006; Hofferth & Sandberg, 2001; Jameson, 2007; Wallis & Cole, 2008) discuss factors in a home environment that provide children with educational tools needed to achieve

academic success. Jameson (2007) specifies the importance of a quiet time and place for homework.

2.3 Family attitude and students' participation in secondary education

In today's fast-paced society, families are finding it more difficult to stay connected with their children's education (Epstein, 2001). Increasingly, in the modern family, both parents work outside of the home (Benson, 2002). In the report 'Every Child Learns, Every Child Succeeds,' Alberta's Commission on Learning (2003) found that often the Canadian family is led by a single parent with little or no help from extended family members. Furthermore, the extended family has become significantly less extended as mobility has increased. Families are becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school. Many families are not even led by a parent, but by a grandparent, guardian, or some other adult (Benson, 2002). In what is sometimes called a traditional family environment, parents, usually including a stay-at-home mother, were able to monitor the school work of their children carefully and in turn to ensure to a much greater degree than in today's non-traditional family that student performance remained high in factors such as engagement, participation, attendance and attitude towards school (Deslandes & Bertrand, 2005).

Parents attended parent/teacher interview sessions and found out at first hand just how productive and engaged their children were in the process of school (Weiss

et al., 2008). Report cards were valued and trusted in the home as an accurate reflection of participation (Guskey, 2002). Parents were able to keep in touch with the school and the life of their children in the institution, and to monitor success or lack thereof. When children came home from school, homework was completed, assignments finished, tests studied for and snacks eaten, more often than not at the kitchen table under the watchful eye of a parent (Deslandes & Bertrand, 2005). Traditional family may have existed, it may also have been a fabrication of society's collective imagination. Whether it existed or not, however, there is no denying that the school-to-home connection, at least for middle class America, was in place and effective at keeping parents involved in the education process.

Many families worked closely with their children, in cooperation with the school, and marked academic success occurred (Epstein, 2001). With the changes in family life and indeed in societal makeup, schools are now finding it increasingly difficult to keep parents informed of and actively engaged in the day-to-day progress of their children (Deslandes & Bertrand, 2005). Teachers and administrators are discovering that the support they once received in getting students to do their homework is not there, because the parents are not at home to insist that students complete their assignments. Even if families are present, homework turns out to be a major issue within the home environment (Allen, 2000). A 1997 report by Public Agenda Online states, 'Homework is the center where teacher complaints and parental pressure seems to converge. In many

households, it is tinder that ignites continuous family battles and a spawning ground for mixed signals and even some resentment between teachers and parents' For parents, staying connected to the day-to-day school life of their children has become difficult. Perhaps they will find it easier to stay connected through the use of technology. Many web-enabled software management programs are available, such as Students Achieve Desire to Learn, and Edline. In a study of computer use in the home in 2003, Statistics Canada (2004) found that 64 percent of Canadian households had at least one member who used the internet regularly. This was a 5 percent increase from 2002, an increase that built on gains of 19 percent and 24 percent respectively observed in 2000 and 2001. The trend certainly indicates an increase in these numbers in future years and a potential avenue of communication that schools can explore. However, even if the possibility exists for increased parent involvement, a basic question arises whether there is a relationship between the type of family involvement and high school student performance factors such as engagement, participation, attendance and attitude toward school. Researchers such as Epstein (2001) and Allen (2000) claim that increased parent involvement will result in greater student engagement, productivity and academic success. Epstein's research, for the most part, relates to the influence of parent involvement in the lives of elementary aged students.

Similarly, families' influence on a student's academic success in high school may be a factor that cannot be ignored but can be involved in the daily supervision of children's lives and educational activities. These activities include establishing

family rules for the supervision of students' homework, television viewing, and curfews, and discussing career aspirations and plans about high school programs. Most families are trying to supervise and guide their children during the 3 middle grades, but with limited assistance from schools. They are more likely to supervise and set rules about activities that families traditionally control (such as doing family chores) than about activities for which they lack information (such as improving report card grades).

As children move from the middle grades to the last years of high school, families also crystallize their educational expectations for their children. As students near high school graduation, families become increasingly concerned about their teen's further education and about the effects of high school programs on post-secondary opportunities (Catsambis & Garland, 2007). Investigations show that the effects of family practices on students' academic success tend to vary by age and are strongest for elementary school children (Singh et al., 2005). By far the most important effect that is consistent across studies is that of parents' educational aspirations for their children high family aspirations tend to influence students levels of achievement in secondary education (Astone & McLanahan, 2001).

Some negative effects of family attitude on students' achievement are also reported for a number of parental involvement indicators: parents' close supervision of homework and after school activities (Milne et al., 2006), in Mbeere South Sub County, where negative effects are reported, researchers

interpret them as indicating parents' efforts to help children with low participation or behavioral problems. In the study by Sui-Chu and Willms (2006), some of the negative effects of frequent communication with schools on eighth grade achievement is mediated by students' problematic behavior and performance. The authors recognized the need to include more detailed measures of behavioral and learning difficulties in order to fully account for this negative effect.

Epstein, Sanders, Simon, Salinas, Jansorn, and Van Voorhis (2002) draw three key conclusions about parental involvement. First, parental involvement tends to decline across the grades unless schools make conscious efforts to develop and implement partnerships with parents. Reasons for this declining pattern include parents' lack of familiarity with curriculum at the higher grades; adolescents' preferences to have their parents stay involved in less visible ways; parents' decisions to return to the work force once their children gain more independence; and secondary teachers' lack of awareness of how to effectively involve parents at the higher levels.

Second, affluent parents tend to be involved in school more often and in positive ways, whereas economically distressed parents have limited contact with schools and usually in situations dealing with students' achievement or behavior. Schools that work on building relationships with all parents, however, can equalize the involvement of all socio-economic groups. The degree and nature of impact on student achievement is somewhat debated in the literature. Fan and Chen's (2001)

meta-analysis of the literature concerning the connection between familial involvement and students' participation suggests a 'moderate to practically meaningful' relationship. The relationship seems to be more general than specific, indicating that familial involvement has an overall effect on students' success, rather than a direct effect on any particular subject area.

Families' expectations and dreams for their children's participation are the strongest factor influencing students' school performance. Despite the ambiguity in measuring the academic impact of familial involvement, various in-depth studies have established a relationship. Henderson and Berla (2004) synthesized over sixty studies regarding the effects of family involvement on students' achievement. Their work attributes to parental involvement effects that include higher grades and test scores, increased homework completion, improved school attendance, more positive attitudes, fewer discipline problems, increased high school completion rates, decreased school leaving rates, and greater participation in post-secondary education. Importantly, like Epstein, Henderson and Berla suggest family's involvement can contribute to these outcomes from early childhood through high school.

Teachers' attitudes toward involving families influence the extent to which families are involved in their children's school. A report by West (2000) discusses an elementary teacher's efforts to increase family-teacher communication, and its effect on students' success in reading. Findings from this study show that family-

teacher communication can motivate students to complete reading homework, which results in better quiz and test scores. This particular report demonstrates the importance of teachers initiating positive contact with families and the potential effect it can have on students' achievement in school.

Studies of the middle and secondary grades reflect the above findings. It is recognized that adolescents both desire and require more independence. Van Voorhis (2001) and Simonton (2001) found that regardless of students' background or prior school achievement, involving families in various ways had a positive impact on achievement, attendance, behavior, and course credits completed. Significantly, parental guidance and support of their adolescent students is critical to secondary school students' and future success (Sanders & Epstein, 2000).

Although families' involvement has reached a higher level of acceptance, today it is a key factor in improving schools, 'acceptance does not always translate into implementation, commitment, or creativity' (Drake, 2000). Central to this challenge is educators' and administrators' uncertainty about initiating and maintaining involvement that is meaningful and mutually beneficial for the school, the family, and the student. The most promising practices involving families seem to be those that embrace collaboration among teachers, families, and students. Fundamental to this type of co-operation is a shared definition of 'meaningful familial involvement'. There is evidence of separation/disconnection

between professionals' and families' understanding of partnership. Fine (2003) for example, claims a hierarchical relationship between teachers and families prevails, such that professionals may assume families regard their position as equally influential, but families themselves differ to professionals' expertise. Beck and Murphy (2009) agree that although schools set up structures, such as school councils or collaborative teams, decision-making ultimately rests in the professionals who possess specialized knowledge in accessible to most parents. They further contend that organizational changes such as site-based decision-making that attempts to include parents have the least positive effect on families of minority groups.

2.4 Child labour and students' participation in secondary education

Child labour is about children who work long hours for little or no wages. Often under conditions harmful to their health. The International Labour Organization (ILO) (2008), estimated that 24.6 percent of children between the ages of 10 – 14 in Nigeria were working. The United Nations Children Educational Fund (UNICEF) (2004), reported that approximately 24 percent (12 million) of all children under the age of 16 worked. Child labour is found predominantly in the informal sector. In rural areas, children are found working in agricultural and family farms. They are seldom employed by state owned commercial agricultural plantations, which are responsible for much of the agricultural production for export.

According to Abdulqadir (2006) in Northern Nigeria, children known as Almajiri survive on the street by begging. Often, children in these situations don't receive any formal education. Instead, they are forced to serve as domestic servants, become hawkers or engage in other activities and many of them are vulnerable to physical and sexual abuse by their guardians. With the increased incidence of trafficking in children particularly girls for sex and domestic work, the International Labour Organization (ILO) (2003), estimates the incidence of child labour in Nigeria for persons aged 10-14 years is approximately 12 million. In the South-West, a greater number of girls and women end up in prostitution while in the East the problem affects mainly boys who find themselves trafficking in agricultural, domestic, trading and apprenticeship jobs.

According to the survey conducted by the National Bureau of Statistics in conjunction with the International Labour Organization (ILO) in 2003, Nigeria is a source, transit and destination country for child labour. Children from Benin Republic and other African countries are trafficked to Nigeria where some are forced to work as domestic workers, prostitutes or other forced labour conditions. Nigerian children are trafficked internally and to West and Central Africa for domestic labour and street hawking.

According to the International Labour Organization (ILO), bonded labour typically occurs where a person needing a loan and having no security to offer pledges his/her labour, or that of someone under his/her control as a security for a

loan. The interest on the loan may be so high that it cannot be paid, or the labourer may be deemed to repay the interest on the loan but not the capital. Thus, the loan is inherited and perpetuated and becomes an inter-generational debt. Bonded labour is identified as one of the worse forms of child labour by the ILO Convention No 182. Children may be exploited for sexual work which is referred to as 'Commercial Sexual Exploitation of Children (CSEC) (US Embassy Stockholm, 2006).

On August 2000, the Government of Nigeria signed a Memorandum of Understanding with ILO, becoming a member of ILO's International Programme of the Elimination of Child labour (IPEC) (ILO and IPEC). As part of an effort to address child labour in the country, the Government of Nigeria and IPEC, with funding support of the U.S. Department of Labour (USDOL) have launched a country programme and established as National Steering Committee that includes representative from the government, labour, industry and Non-Governmental Organization (NGOs). The Steering Committee is responsible for developing and overseeing implementation of a national plan of action on child labour. In addition, Nigeria has carried out a national plan of action on child labour survey with technical support from International Labour Organization (ILO) and International Programme of the Elimination of Child labour (IPEC' s) Statistical Information and Monitoring Programme on Child Labour (SIMPOC) and funding from USDOL.

Years of schooling completed are a commonly used measure in studies of earnings. It is best used as a measure when the target sample is older and beyond schooling age. Therefore, it is the appropriate measure of schooling for parents and adults. A further complication is that in school-based samples, all children may be in the same grade, so there is no variation in the data. When the target sample is younger and still in school, a more appropriate measure is schooling attainment relative to the child's age. This also allows for variation in measures of schooling success even within samples based on the same grade as the most successful students are those who attained the given grade at the youngest age. Natural experiments would occur when some event changes child labour that is clearly unanticipated and outside the control of the households. One application is the impact of weather shocks on rural households (Rochlkepartain, 2003).

2.5 Family structure and students' participation in secondary education

The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Agulana (2000) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family/homes is either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of parent and illegitimacy. According to Frazer (2004), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. Such

abnormal conditions of the home, are likely to have a detrimental effect on school performance of the child. Life, in a single parent family or broken home can be stressful for both the child and the parent.

Such families are faced with challenges of inadequate financial resources (Children Defense Fund, 2004). Schults (2006) noted that if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional problems. Rochlkepartain (2003) is of the opinion that the family and its structure play a great role in children's participation. Levin (2001) states that parents are probably the factor with the clearest dimensional interest in a high level of their children's participation. To some extent, there is simple evidence to show the marital instability brings about stress, tension, lack of motivation and frustration obviously, these manifestations act negatively on a child's participation. Johnson (2005) states that children of unmarried parents/separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his participation in school.

2.6 Theoretical framework

This study was based on the Needs Theory by Abraham Maslow. This theory highlights on the mechanisms of human motivation through need assessment and

priorities. The theoretical framework applied in the study states that a system is which possess some degree of independence, but part of a larger whole. A school system comprising of different sub-systems which when harmonized achieve the set goals and objectives. School components are principal, students, teachers and parents/community for the smooth running of the school. For students to participate in public secondary education, they need all the parts of the system to be complete. However, theory of motivation will be appropriate for this study since it guided the investigating independent variables that also form school system as a whole these variables include family attitude, parental level of income, staff personnel and the school-community relations.

Maslow's theory of motivation is widely credited for offering an apt theoretical framework for explaining mechanisms of human motivation (Maslow, 1943). In this study, the theory is useful in understanding the motivation of teachers as they work to fulfill school accountability requirements against the backdrop of the need to build perceived self-efficacy. Maslow's theory of the hierarchy of needs rests on the supposition that individuals take to comparable guidelines or successions take satisfying their needs. According to Maslow (1943), the needs are hierarchically arranged in order of importance and urgency, with the most urgent and important ones being lower in the hierarchy. People pursue higher-level needs after their lower level needs are satisfied.

However, once a need is fulfilled, it ceases to be a motivating factor; thus, one pursues the immediate next need or set of needs. In his own formulation, Maslow (1943) identified the needs and represented them in a pyramid as shown below, starting with the universal basic needs at the base. Self-efficacy fall in the fourth highest level of hierarchy of needs, just below physiological needs, safety needs and love/belonging. Thus, in seeking to understand the dynamics of the level of students' self-efficacy in this study, the study sought to examine the extent to which the responsible agencies meet students' lower needs, such as physiological needs or safety needs such as their health or study.

2.7 Conceptual Framework

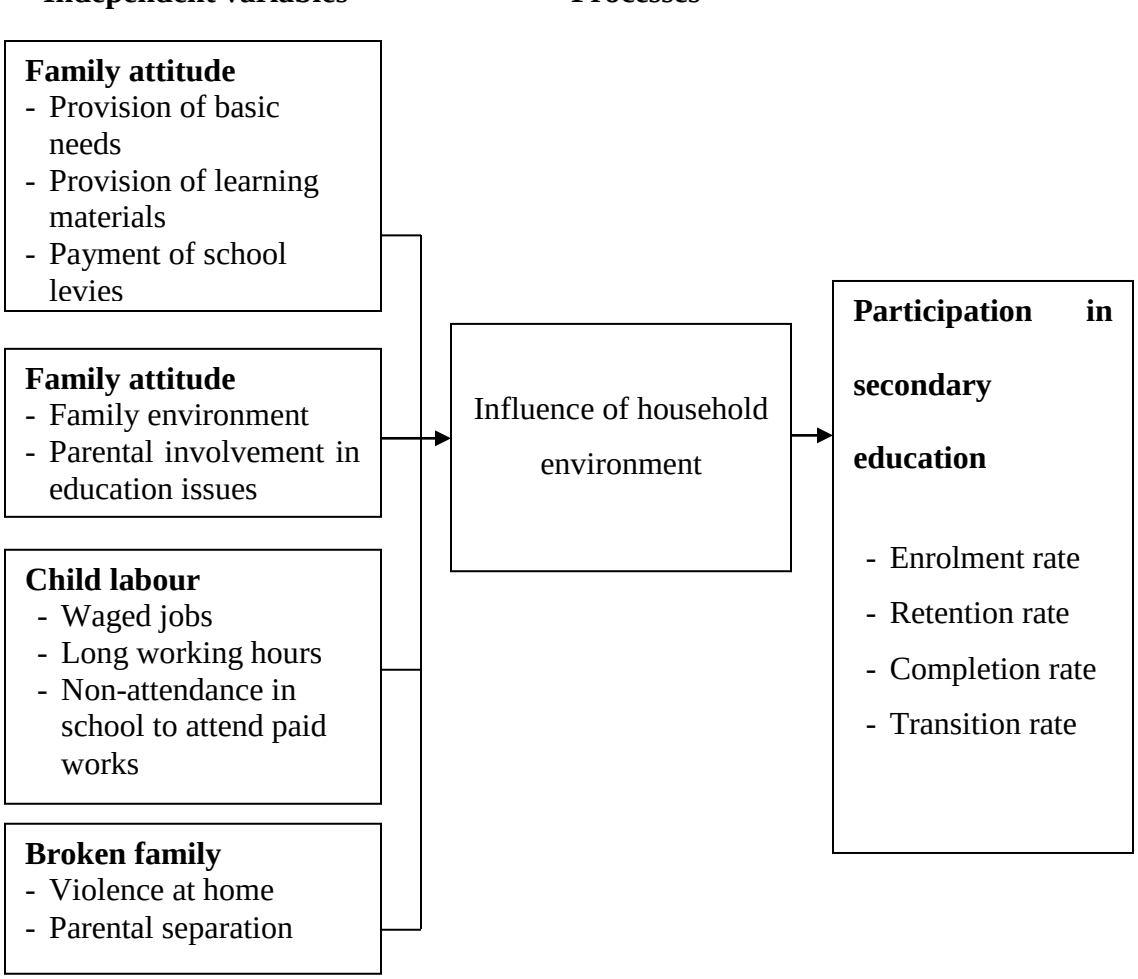

Figure 2.1 Conceptual Framework

Participation in secondary education is the independent variable while family attitude, family attitude, child labour and family structure were the dependent variables. Participation was influenced by enabling household environment as it acted as a strong motivating factor to the disadvantaged students and made them attend school and acquire education. Therefore, the motivating household environment leads to increase students' participation in learning and finally achieve universal illiteracy level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in this study. It consists of the research design, target population, sample size and procedures, validity of the research instruments, reliability of instruments, data collection procedure and analysis techniques.

3.2 Research design

According to Kombo and Tromp (2006) a research design can be thought of as the structure of the research. They further refer the design as the 'glue' that hold all the elements in the research project together. This research adopted a descriptive survey design. A descriptive research determines and reports things the way they are. This type of research attempts to describe such things as possible behavior, attitudes, values and characteristics (Mugenda & Mugenda, 2003). Researchers (Mugenda & Mugenda, 2003) describe the survey as the most appropriate design as the study is out to establish the opinions of the people with regards to the influence of alternative disciplinary measures on students' discipline in public secondary schools. Most responses to the questions on the survey are quantitative or summarized in quantitative way. The sample was selected from a larger population or group to allow the study's finding to be generalized back to the larger group.

3.3 Target population

Population refers to the entire group of people, event or things of interest that the researcher wishes to investigate (Mbwesa, 2006). A target population is a group of individuals, objects or items for which samples are taken for measurement (Kombo & Tramp, 2006). The target population for the study was all the 30 secondary schools categorized as mixed boarding, mixed day, boys' boarding, boys' day, girls' boarding and girls' day. There are 461 boys and 484 girls making a total of 945. The teachers are categorized as 94 males and 143 females totaling to 237. The target population constitutes of all the 30 public secondary schools, 30 principals, 237 teachers and 945 students in the schools (Mbeere South Sub-County education office 2014).

3.4 Sample size and sampling procedure

Sampling is the process of selecting a number of individuals for a study and individuals selected represent the large group from which they are selected (Mulusa, 2008). From population of 30 principals 237 teachers and 945 students in Mbeere south sub-county, (Mulusa, 2008) advocated for a third of this population. Therefore, the total sample for this study consisted of 10 principals, 74 teachers and 212 students.

Simple random sampling was used to select a third of the schools to participate in the study which added up to 8 secondary schools. All categories of schools were used. Respondents were sampled using stratified sampling methods which ensure

that both sexes were adequately represented in the sample and the principals and teachers' age, teaching experience and academic qualification was catered for.

3.5 Research instruments

The researcher designed the research instruments. She used questionnaires as research instruments for the principals, deputy principals, teachers, and students. Questionnaires cover great depth of information, are inexpensive to administer, enables respondents to answer questions freely and are easy to analyze. However, questionnaires do not allow the researcher to have direct contact with the respondents and the researcher cannot clarify misconstrued questions. Interview schedules enable the researcher to face to face with the respondents and the researchers obtain in-depth information from respondents. Administering interviews is expensive and the researcher may not capture all the important points (Mugenda, 2008).

3.6 Instrument validity

Validity is the degree to which an instrument measures what it purports to measure (Kothari, 2004). Content validity refers to the degree to which the research instrument or test measures what it should measure (Kasomo, 2007). According to Mugenda and Mugenda (2003) content validity is established through the use of professionals or experts in that particular field. The researcher consulted the supervisors to assess whether the items that made the instruments were accurately addressing the objectives of the study.

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Mugenda and Mugenda, 2003). An instrument is considered reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions. Test retest method was used to test the variability of the instruments. This is because it shows the consistency of subject's scores obtained by the instrument over time.

According to Best and Kahn (2006) test-retest is the administration of an instrument at two points in time. They contend that a correlation co-efficient of above 0.70 indicates that instrument is reliable. The teachers' and students' questionnaires were administered at one week interval to cheek their reliability. The co-efficient of reliability was estimated using the Pearson Product Moment Correlation Coefficient (PPMCC) calculated using the formula below.

$$R = \frac{N\Sigma xy \_ (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (X)^2 [(N\Sigma Y^2 - (\Sigma Y^2)]}}$$

ΣX= Sum of scores in x distribution

ΣY= Sum of scores in y distribution.

ΣX^2 =Sum of squared scores in x distribution.

ΣY^2 =Sum of squared scores in y distribution.

ΣXY= Sum of the product of point X and Y scores.

N= The number of point X and Y scores.

Values above 0.7 indicate presence of reliability while values below signified lack of reliability.

3.8 Data collection procedure

The researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to report to the Sub-County Director of Education. The selected schools were visited and the questionnaires administered to the respondents with assistance from the school authority. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The questionnaires were collected the following day to give the respondents sample time to fill them. The Sub-County Education Officer was interviewed in his office.

3.9 Data analysis techniques

The raw data obtained from the questionnaire and interview schedule was analyzed qualitatively by using the detailed information from the questionnaire about influence of alternative disciplinary measures and try to establish their patterns, trends and relationship with the teacher's age, gender, academic qualification teaching experience and schools size. Quantitative data from the questionnaire was summarized using descriptive statistics. This was done by ordering the teachers teaching experience, age, gender, academic qualification and school size using ordinal scale by use of mode. Quantitative data was then categorized. Categorized data was transferred to a computer sheet using Statistical

Package for Social Sciences (SPSS), with assistance from a computer specialist. The data was interpreted and conclusions drawn.

Means and standard deviations were used to identify the influence of each disciplinary measure in relation to other measures being used by the teachers. Inferential statistics were used to explore the relationship between independent and dependent variables. This formed the basis for drawing conclusions and recommendations.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the findings of the study, the analysis of data collected and its interpretation in relation to the objectives and research questions of the study. It includes household factors influencing students' participation in public secondary schools in Mbeere South Sub-County, Kenya. The responses were compiled into frequencies and corrected into percentages and presented in cross tabulation.

4.2 Questionnaire response rate

The researcher administered questionnaires to the respondents so as to collect data from the study area. The respondents were the principals, class teachers and form four students in public secondary schools in Mbeere South Sub-County. The responses are tabulated in Table 4.1

Table 4.1 Research instrument return rate

Respondents	**Expected response**	**Actual response**	**Percent**
Principals	10	10	100
Teachers	74	70	94.6
Form four students	212	193	91.0
Total	**296**	**273**	**92.2**

The table 4.1 shows that all the 10 principals (100%) were actually interviewed,

70 teachers' questionnaires (94.6%) were returned and the 193 questionnaires (91.0%) from the students were returned. The overall average response rate of the total target population was therefore 92.2 percent. This was considered appropriate for the research study.

4.3 Respondents' demographic information

The profile and general information of respondents was broken into two major subsections, namely teachers and principals section and a section presenting background of form four students in school.

The teachers were asked to indicate their gender while the researcher was to record the gender of the principals interviewed. The Table 4.2 shows the distribution of the respondents by gender.

Table 4.2 Distribution of teachers and principals by gender

	Teachers		**Principals**	
Gender	**Frequency**	**Percent**	**Frequency**	**Percent**
Male	34	45.9	6	60
Female	40	54.1	4	40
Total	**74**	**100**	**10**	**100**

From table 4.2, a majority of the teachers respondents were female (54.1%). On the other hand, majority of the principals were male (60%).This shows that either gender was fairly represented in the teachers' and principals' sample and therefore was thought to give balanced views for the study. The study sought to establish the age category of the teachers and Principals. Table 4.3 shows the results.

Table 4.3 Distribution of respondents by age

	Teachers		Principals	
Age	**Frequency**	**Percent**	**Frequency**	**Percent**
25 years and below	2	2.7	0	0
26-30	10	13.5	0	0
31-35	10	13.5	0	0
36-40	42	56.8	1	10
41 & above	10	13.5	9	90
Total	**74**	**100**	**10**	**100**

From the Table 4.3, most of the teachers (56.8%) were aged between 36-40 years. On the other hand, majority of the principals (90%) were aged between 41 years and above. This means that both the Principals and the Teachers who were used to give information were old enough to have seen trends of students' participation. Both the teachers and the principals were asked to state their highest academic qualification. Table 4.4 below shows the results.

Table 4.4 Distribution of teachers and principals by academic qualifications

	Teachers		Principals	
Qualification	**Frequency**	**Percent**	**Frequency**	**Percent**
Diploma	10	13.5	1	10
Degree	54	73	6	60
Masters	10	13.5	3	30
PHD	0	0	0	0
Total	**74**	**100**	**10**	**100**

From the Table 4.4, most of the teachers (73%) had a Degree as their highest economic status, while most of the principals (60%) had a Degree as the highest economic status. This implies that both of the respondents were educated enough to understand why some of their students dropout of school. The study also required the students to indicate their age bracket and the responses are shown in Table 4.5 below.

Table 4.5 Distribution of students by age

Students		
Age (years)	**Frequency**	**Percent**
15 and below	20	10.4
16-18	100	51.8
19 and above	73	37.8
Total	**193**	**100**

From the Table 4.5, the majority (51.8%) of the students were aged between 16-18. This meant that they were more likely to give accurate responses since they were aged enough to have seen trends in dropouts in the school. The researcher requested students to indicate their gender. The results are indicated as in table 4.6 below.

Table 4.6 Distribution of students by gender

Students Gender	Frequency	Percent
Male	98	50.8
Female	95	49.2
Total	**193**	**100**

From the Table 4.6, the students respondents were (50.8%) male and (49.2%) were female. This means that each gender was almost equally represented. Further the researcher requested the class teachers and the principals to indicate their working experience. Table 4.7 shows the results.

Table 4.7 Distribution of teachers and principals by experience

	Teachers		Principals	
Experience	**Frequency**	**Percent**	**Frequency**	**Percent**
5 years and below	2	2.7	0	0
6-10	10	13.5	0	0
11-15	20	27.0	0	0
16 and above	42	56.8	10	100
Total	**74**	**100**	**10**	**100**

Table 4.7 shows that, most of the class teacher (56.8%) had experience of 16 years and above while similarly most of the principals (100%) had experience of 16 years and above. This indicated that they gave accurate and reliable information because they had long enough observed dropout trends in the schools.

4.4 Household factors influencing students' participation

The study was guided by the following four objectives; to determine the influence of family attitude, parental economic status, child labour and family structure on

students' participation in public secondary schools.

4.4.2 The influence of parental economic status on students' dropout

The first objective of the study was to examine whether parental economic status influences students' participation in schools. The students were expected to respond on whether parental economic status has any influence on the students' participation in schools. The Table 4.8 shows the responses.

Table 4.8 Parental economic status influence on the students' participation in schools.

	Students		Teachers	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	160	82.9	70	94.6
No	30	15.5	2	2.7
Not sure	3	1.6	2	2.7
Total	**193**	**100**	**74**	**100**

Table 4.8, indicates that the majority of the respondents (students 82.9% and class teacher 94.6%) indicated that the income in a household influences whether students drop out of school or not. Both the students and teachers stated that, students from poor background are mostly unable to attend to school. This concurs with Dachi and Garrett (2003) who concluded that students from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled.

The researcher also sought to find out from teachers whether families where students who drop out are unable to afford all basic needs. The

results are as in Table 4.9.

Table 4.9 Teachers response on family inability to afford all basic needs

Response	Frequency	Percent
Strongly agree	52	70.3
Agree	20	27.0
Disagree	2	27.0
Total	**74**	**100**

Most of teachers (70.3 %) agreed that student's dropout of school because their parents have low income such that they are unable to afford all basic needs such as food and clothes. The results imply that most students drop out of school because their parents are not able to buy them school uniform, provide enough food at home since they cannot go to school with empty stomach.

The teachers were asked to indicate whether students drop out of school to look for income generating activities so as to assist their parents in raising income for the family. The Table 4.10 shows the results.

Table 4.10 Students drop out of school to look for income generating activities

Response	Frequency	Percent
Strongly agree	58	78.4
Agree	12	16.2
Disagree	4	5.4
Total	**74**	**100**

Table 4.10 shows that a majority of the class teachers (78.4%) strongly agreed that most students drop out of school to look for income generating activities so as to assist their parents in raising income for the family. The results indicate that most students especially from poor households' dropout of school to look for opportunities to assist their household earn a living. This agrees with Franklin & smith (2011), who notes that students from families with low household income often have to leave school so as to look for income generating activities in order to assist their parents in raising income for the family. The teachers were also requested to indicate whether students' dropout of school to assist in taking care of their young sibling so that parents/ guardian can go and work.

Table 4.11 Students dropout to look after young siblings

Class teachers		
Response	**Frequency**	**Percent**
Strongly agree	22	29.7
Agree	38	51.4
Disagree	7	9.5
Strongly disagree	4	5.4
Undecided	3	4.0
Total	**74**	**100**

Most of the teachers (51.4%) agreed that indeed student's dropout to look after their young siblings so that the parents/guardian can go to work. The findings

show that older children in a family especially in poor households mostly dropout of school to take care of their young siblings so that their parents/guardians can go to work. The researcher further required the students to respond on whether the parental economic status has any effect on student's dropout in the school.

Table 4.12 Students responses on involvement on income generating activities

Response	Frequency	Percent
Strongly agree	50	25.9
Agree	100	51.8
Disagree	20	10.4
Strongly disagree	15	7.8
Undecided	8	4.2
Total	**193**	**100**

Most students (51.8%) agreed that students drop out of school to get involved in income generating activities eg boda boda business so as to assist parents/guardians in raising income for the family. The results agree with Chugh (2004) who notes that, If income levels are low, children may be called on to supplement the parental economic status, either through wage-earning employment themselves or taking on additional tasks to free up other household members for work. This is more apparent as children get older and the opportunity cost of their time increases. The students were to indicate if some student dropouts because their parents are unable to pay fees, buy uniform and books for their children.

Table 4.13 Students responses on families inability to pay fees

Students Response	Frequency	Percent
Strongly agree	120	62.2
Agree	40	20.7
Disagree	10	5.2
Strongly disagree	0	0
Undecided	23	11.9
Total	**193**	**100**

Most students (62.2%) strongly agreed that most students drop out of school because their parents are unable to pay fees, buy uniform and books for their children. The results agree with Dachi and Garrett (2003) who notes that the main barrier to sending children to school was financial and their inability to pay fees. The students were requested to indicate whether students were out of school to take care of their young siblings so that household heads can go out to look for jobs. The results are in the table 4.14.

Table 4.14 Students drop out of school to take care of their young siblings so that parents can go and look for jobs

Response	Frequency	Percent
Strongly agree	50	25.9
Agree	110	57
Undecided	33	17.1
Total	**193**	**100**

Table 4.14 above shows that most of the students (57%) agreed that most students drop out of school to take care of their young sibling so that household heads can go out to look for jobs. The results agree with chugh (2004) who notes that, if income levels are low, children may be called on to supplement the parental economic status by taking on additional tasks like taking care of their young siblings to free up other household members for work. The researcher also sought from the principals to know whether household' income influences students' participation in school. The table below gives the responses.

Table 4.15 Principals response on household' income influences on dropout

Principals Response	Frequency	Percentage
Yes	8	80
No	2	20
Total	**10**	**100**

From the Table 4.15, the majority of the principals (80%) indicated that the level of household income influences students' participation in schools. The principals were asked to give reasons as to why the level of income affects students dropout. 80% of the principals said that the economic background of majority of the parents in the district could not afford the high cost of secondary education This agree with Cardoso & Verner (2007) who notes that poverty is the most common primary and contributory reason for students to be out of school. The researcher also requested the principals to give the reasons why they felt that the parental economic status affected students dropout rate in schools. The reasons they gave

are shown in the Table 4.16.

Table 4.16 Principals responses on influence of parental economic status on dropout

Response	Frequency	Percentage
Involvement in income generating activities	3	30
Take care of their siblings	2	20
Inability to pay fees	5	50
Total	**10**	**100**

From the Table 4.16, most of the principals (50%) indicated that students drop out of school due to parents inability to pay school fees. This indicated that households with little income are not able to retain their children in school. The findings ascertain Hunter and May (2003) who call poverty 'a plausible explanation of school disruption'.

4.4.2 The influence of family attitude on students' dropout

The second objective of the study was to examine whether family attitude influences students' participation in schools.

Respondents were asked to respond on whether the family attitude has any influence on the students' participation in schools.

Table 4.17 Responses on family attitude influence on students' participation.

	Students		Teachers	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	150	77.7	70	94.6
No	40	20.7	2	2.7
Not sure	3	1.6	2	2.7
Total	193	100	74	100

Majority of the respondents (student 77.7% and class teachers 94.6%) indicated that the family attitude influences whether students drop out of school or not. Most of the teachers and the students indicated that more educated parents are more concerned of their children education and their children have high chance of being retained in school unlike less educated parents This agrees with Ersado (2005) who noted that, family attitude is the most consistent determinant of student's education. The researcher required the teachers to indicate whether students whose parents have low economic status lack role models and result to dropping out of school. The Table 4.18 shows the results.

Table 4.18 Students drop out of school due to lack of role models from parents

Response	**Frequency**	**Percentage**
Strongly agree	20	27.0
Agree	50	67.6
Undecided	4	5.4
Total	**74**	**100**

Most of the teachers (67.6%) agreed that indeed students are out of school due to lack of role models from parents which results from low parental education. The findings show that low educated parents do not act as role models to their children and as a consequence their children may not see the reason to be in school and later may dropout. Teachers were further requested to indicate whether the type of relationship of the parents and the children is influenced by the education level of parents which further influences students' participation in school.

Table 4.19 Economic status of parents affect on type of relationship between the parents and the children

Class teachers Response	**Frequency**	**Percent**
Strongly agree	20	27.0
Agree	48	64.9
Disagree	1	1.4
Undecided	5	6.8
Total	74	100

Majority of the class teachers (64.9%) agreed that the education level of parents influences the kind of relationship of the parents and their children which consequently influences students' participation in school. The researcher further asked class teachers to respond on whether parents with low economic status do not understand how to motivate children in school to enhance their completion thus leading to some dropping out.

Table 4.20 Effect of low economic status of parents on motivation of children

Teachers Response	**Frequency**	**Percent**
Strongly agree	21	28.4
Agree	49	66.2
Disagree	2	2.7
Undecided	2	2.7
Total	74	100

Majority of the teachers (66.2%) agreed that parents with low economic status do not motivate children in school to enhance their completion thus leading to some dropping out. The teachers were also requested to respond on whether uneducated parents are not able to guide their children academically hence more students end up dropping out.

Table 4.21 low economic status of parents do not guide their children academically

Response	**Frequency**	**Percent**
Strongly agree	19	25.6
Agree	54	73.0
Decided	1	1.4
Total	**74**	**100**

The majority of the teachers (73.0%) agreed that uneducated parents are not able to guide their children academically hence more students end up dropping out. This concurs with Pryor & Ampiah (2003) who indicated that non-educated

parents cannot provide the support and guidance to students in school. Teachers were still required to respond on whether parents with low economic status involves their children with home activities that are not academically Supportive, thus lowering students efforts and mostly end up dropping out.

Table 4.22 Parents with low economic status involves children with home activities that are not academically focused

Teacher Response	**Frequency**	**Percent**
Strongly agree	52	70.3
Agree	20	27.0
Undecided	2	2.7
Total	74	100

Most of the teachers (70.3%) indicated that parents with low economic status involves their children with home activities that are not academically focused thus frustrating students effort who end up dropping out. The researcher required the students to indicate whether parents with low economic status do not understand the benefits of education and hence do not care whether their children are in school or not hence increasing their probability of dropping out. The Table 4.23 gives the responses.

Table 4.23 Influence of low economic status of parents on understanding of benefits of education

	Frequency	Percent
Strongly agree	89	46.1
Agree	70	36.3
Disagree	24	12.4
Undecided	10	5.2
Total	**193**	**100**

Majority of the students (46.1%) indicated that parents with low economic status do not understand the benefits of education and as a result do not care whether their children are in school or not hence increasing their likelihood of dropping out of school. The results agree with Pryor & Ampiah (2003) who notes that some researchers indicate that non-educated parents do not appreciate the benefits of schooling. Further, the researcher required the students to respond on whether parents with low economic status are not academically focused thus frustrating students' academic efforts who end up dropping out of school. The responses are indicated in the Table 4.24 below.

Table 4.24 Influence of low economic status of parents on lack of academic focus of parents

Response	Frequency	Percent
Strongly agree	70	36.3
Agree	68	35.2
Disagree	40	20.7
Undecided	15	7.8
Total	193	100

Most of the students (36.3%) strongly agreed that parents with low education level are not academically focused thus frustrating students academic efforts thus making them not academically focused, leading them to drop out of school before they complete the secondary school. The findings imply that, parents with low economic status have no plan for the education of their children and the result is that their children after sometime lose academic focus and they are likely to withdraw from school.

The teachers and students were required to rate the extent family attitude influences students' participation. The table 4.25 shows the results.

Table 4.25 Rating on influence of family attitude on dropout

	Teachers		Students	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
To a greater extent	52	70.3	132	68.4
To some extent	18	24.3	60	31.1
Not at all	0	0	0	0
Not sure	4	5.4	1	0.5
Total	**74**	**100**	**100**	**100**

Most of the teachers (70.3%) and most of the students (68.4%) indicated that family attitude influences the students' participation in school to a great extent. The findings imply that, the higher the economic status of the parents, the higher the retention rate and the opposite is true. The researcher sought to know from the principals if family attitude leads to students' dropout. The findings are tabulated in Table 4.26.

Table 4.26 Principals' responses on the effects of family attitude on students dropout

Principals		
Response	**Frequency**	**Percentage**
Yes	9	90
No	1	10
Total	**10**	**100**

The majority of the principals (90%) strongly agreed that family attitude contributed to students' high dropout rate in public secondary schools. The

findings agree with the response of both the teachers and students. The researcher also requested the principals to give the reasons why they felt that the family attitude affect students dropout rate in schools. The reasons they gave are shown in the Table 4.27.

Table 4.27 Principals' reasons on influence of parents' economic status on students participation

Principals		
Response	**Frequency**	**Percentage**
Ignorance	6	60
Poverty	3	30
Negative attitude	1	10
Total	**10**	**100**

From the table, the majority of the principals (60%) responded that parents with low economic status were ignorant on the importance of education of their children. This result agrees with kiroto (2012) who found that parent with low economic status are ignorant and this causes students to drop out of school.

4.4.3 Influence of child labour on students' participation

The researcher requested students and teachers to respond on whether households' size influences the students' participation. The results were tabulated in Table 4.28.

Table 4.28 Influence of child labour on students' participation

	Students		Teacher	
Response	Frequency	Percent	Frequency	Percent
Yes	100	51.8	60	81.1
No	90	46.6	14	18.9
Not sure	3	1.6	0	0
Total	193	100	74	100

Majority of the students (51.8%) and majority of the class teachers (81.1%) agreed that households' size have effect on students' participation in school. Most of the teachers and the students said that the higher the child labour, the higher the likelihood of children from such households dropping out of the school and the vise vasa. This is in agreement with Boyle (2004) who notes that the number of children within a household is significant determinant' of access to education. Students and teachers were asked to respond on whether families with high child labour have low participation. The responses are in Table 4.29.

Table 4.29 Response on influence of child labour influence on dropout

	Students		**Class teacher**	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
Strongly agree	83	43.0	52	70.2
Agree	50	25.9	11	14.9
Disagree	50	25.9	10	13.5
Strongly disagree	0	0	0	0
Undecided	10	5.2	1	1.4
Total	**193**	**100**	**74**	**100**

The Table 4.29 above indicates that majority of the students (43.0%) and a majority of the class teachers (70.2%) strongly agreed that families with large child labour have high dropouts. The results are consisted with chugh (2011) who found out that children with more siblings tend to enroll later, repeat grades more often and dropout of school earlier.

Students and teacher were also requested to respond on whether students from homes with large child labour dropout of school because of lack of fees and lack of enough food at home. Table 4.30 gives the responses.

Table 4.30 Response on influence of child labour on participation

	Students		**Class teacher**	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
Strongly agree	90	46.6	40	54.1
Agree	80	41.5	34	45.9
Disagree	13	6.7	0	0
Strongly disagree	0	0	0	0
Undecided	10	5.2	0	0
Total	193	100	74	100

The Table 4.33 indicates that, majority of the students (46.6%) and majority of the class teachers (54.1%) strongly agreed that students from households with children engaging in child labour dropout of school because of lack of fees, lack of enough food at home and lack of enough educational support. The results

agree with Enyegue, Parfait and Eloundou (2000) who notes that, the families with heavier financial burden is greater; children are less likely to attend school and often dropout and engage in child labour.

Students were asked to respond on whether most students from families with a large size, frequently are absent from school because some assist their parents to take care of younger siblings and later they drop out of school.

Table 4.31 Students dropout to assist parents to take care of younger siblings

Students Response	**Frequency**	**Percent**
Strongly agree	80	41.5
Agree	100	51.8
Disagree	4	2.1
Strongly disagree	1	0.5
Undecided	8	4.1
Total	**193**	**100**

Most of the students (41.5%) indicated that most students from families with a large size, frequently are absent from school because some assist their parents to take care of younger siblings and later they are likely to drop out of school. The results show that students from families with large size especially the poor are likely to dropout of school so as to assist parents to take care of their young siblings. Students were asked to respond on whether households with a large child labour are unable to pay school fees. The Table 4.32 below shows the results.

Table 4.32 Families with large child labour are unable to pay school fees

Response	Frequency	Percent
Strongly agree	97	50.2
Agree	91	47.2
Disagree	1	0.5
Strongly disagree	1	0.5
Undecided	3	1.6
Total	**193**	**100**

Majority of the students (50.2%) indicated that they strongly agreed that, households with a large child labour are unable to pay school fees. The results imply that children from large child labour especially the poor dropout of school because parents are not able to support all in school. Students and teachers were requested to rate the extent households' size influences students dropout.

Table 4.32 Rating of households' size influence on dropout

Students			**Class teacher**	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
To a greater extend	94	48.7	31	41.9
To some extend	49	25.4	37	50
Not at all	10	5.2	0	0
Not sure	40	20.7	6	8.1
Total	**193**	**100**	**74**	**100**

Majority of the students (48.7%) and most of the class teachers (41.9%) rated child labour as a factor that influences students' participation to a greater extend.

Both the majority of the teachers and students noted that, the higher the size of the household, the higher the dropout especially in poor households.

4.4.4 The influence of family structure on students' participation

The researcher requested the teachers and students to respond on whether the child labour has any effect on the students' participation. The table 4.33 below shows the responses.

Table 4.33 Responses on influence of family structure on dropouts

	Students		Class teachers	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	106	54.9	64	86.5
No	47	24.4	1	1.3
Not sure	40	20.7	9	12.2
Total	193	100	74	100

Table 4.33 indicates that most of the students (54.9%) and majority of the teachers (86.5%) agreed that the type of family where students come from have influence on whether students will dropout or not. Teachers were requested to respond on whether students from single parent families are mostly psychologically disturbed and most likely dropout of school.

Table 4.34 students from single parent families are mostly psychologically disturbed

Response	Frequency	Percent
Strongly agree	65	87.8
Agree	9	12.2
Disagree	0	0
Strongly disagree	0	0
Undecided	0	0
Total	**74**	**100**

Most of the teachers (87.8%) strongly agreed that students from single parent families are mostly psychologically disturbed and most likely are not able to concentrate in school and eventually dropout of school. This agree with Astone & Mclanaham (2006) who notes that students from single-parent and step families are more likely to drop out of school than students from two-parent families.

Class teachers were requested to rate whether students who are orphans lack moral support and parental care and as a result most likely dropout of school. The results are as tabulated in Table 4.35.

Table 4.35 Orphaned students lack moral support and parental care

Response	Frequency	Percent
Strongly agree	70	94.6
Agree	14	5.4
Disagree	0	0
Strongly disagree	0	0
Undecided	0	0
Total	**74**	**100**

Majority of the teachers (94.6%) strongly agreed that, students who are orphans lack moral support and parental care and as a result most likely dropout of school. The researcher required class teachers to respond on whether students from grandparents' families' lack self-esteem and mostly are unable to cope with school life hence have high probability of dropping out. The Table 4.36 gives the responses.

Table 4.36 Students from grandparents families lack self esteem

Response	**Frequency**	**Percent**
Strongly agree	63	85.1
Agree	11	14.9
Disagree	0	0
Strongly disagree	0	0
Total	**74**	**100**

Many of the class teachers (85.1%) strongly agreed that students from grandparent families lack self-esteem and mostly are unable to cope with school life and as a result have high chances of dropping out of school. This concurred with hunter (2004) who found that grandparents families were less able to provide adequate socialization resulting to children with low esteem which are most likely not able to cope with school. Further the class teachers were requested to respond on whether students from families which are broken due to divorce and families conflict are not motivated in school and most likely dropout of school.

Table 4.37 Students from broken families are not motivated in school

Response	Frequency	Percent
Strongly agree	73	98.6
Agree	1	1.4
Disagree	0	0
Strongly disagree	0	0
Undecided	0	0
Total	**74**	**100**

Majority of the class teachers (98.6%) strongly agreed that students from families which are broken due to divorce and family conflict are not motivated in school and as a result most likely dropout of school. The students were requested to respond on whether students from single parents' families have low esteem and mostly dropout.

Table 4.38 Students from single parents families have low esteem

Response	Frequency	Percent
Strongly agree	45	23.3
Agree	60	31.1
Disagree	30	15.5
Strongly disagree	8	4.2
Undecided	50	25.9
Total	**193**	**100**

Majority of the students (31.1%) agreed that students from single parents' families have low esteem and mostly dropout of school. The students were requested to respond on whether students from grand parents' families lack parental care and support hence not able to cope with school life and often dropout of school

Table 4.39 students from grandparents families lack parental care and support

Response	Frequency	Percent
Strongly agree	54	28.0
Agree	100	51.8
Disagree	19	9.8
Strongly disagree	0	0
Undecided	20	10.4
Total	**74**	**100**

The Table 4.43 above indicated that, majority of the students (51.8%) agreed that, students from grandparents families lack parental care and support and as a result they are unable to cope with school life and often dropout of school. Further students were required to respond on whether orphan students are frequently send home for school fees and most likely drop out of school. Table4.44 shows the results

Table 4.40 Orphan students are often send home for school fees

Response	Frequency	Percent
Strongly agree	96	49.7
Agree	70	36.3
Disagree	2	1.0
Strongly disagree	0	0
Undecided	25	13.0
Total	**193**	**100**

Majority of the students (49.7%) strongly agreed that, orphan students are frequently send home for fees and are in most cases absent from school and most likely they drop out of school. This is in agreement with Hunter & May (2003) who notes that Orphan-hood often exacerbates financial constraints for poorer households and often orphan students are send home for fees and this increases their likelyhood of dropping out of school.

Teachers and students were expected to rate the extent family structure influences the students' participation in schools.

Table 4.41 Rating on the extent family structure influences the students' participation in schools

	Teacher		Students	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
To a greater extent	70	95.6	112	58.0
To some extent	4	5.4	71	36.8
Not at all	0	0	0	0
Not sure	10	5.2	0	0
Total	**74**	**100**	**193**	**100**

Majority of the class teachers (95.6%) strongly agreed that the type of family where students come from influences to a greater extent the students' participation in school, while most of the students (58.0%) agreed that the type of family where students come from influences to some extent the students' participation in school. The researcher requested the Principals, teachers and students to give measures that can be put in place to reduce students' participation in the schools. The following were the responses given by majority of the respondents: Provision of basic needs to all, Provision of guidance and counseling to students, awareness to all students and parents on importance of education, Parental care and motivation, Reduction of child labour in households especially for the poor, Decreasing poverty in households. From the findings in chapter four, the researcher has found out that household factors such as; parental economic status, parents' economic status, households' size and family structure influences

the students' participation in public secondary schools in Mbeere South Sub-County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a synthesis of the entire research project. It provides a summary of the findings, conclusions and recommendations of the study and suggestions for further study.

5.2 Summary of the study

The main purpose of the study was to assess the household factors that influence students' participation in public secondary school in Mbeere South Sub-County, Kenya. To achieve this, the researcher had four objectives. These objectives included households' level of income influence on dropout, family attitude influence on dropout, influence of child labour on dropout and lastly the influence of family structure on the students' participation.

Concerning the parental economic status, (94.6%) was identified by teachers, (80%) was identified by principals and (82.9%) by students as a factor that influences dropout among students. Other factors rated by teachers as influencing dropout included involvement in income generating activities78.4%, inability to afford basic needs 70.3% and looking after young sibling 51.4%.Some of these items were confirmed by the form four students who identified involvement in income generating activities 51.8%, inability of families to pay fees 62.2 % and looking after young sibling 57%. According to 50% of principals agreed that families with low income are unable to pay school fees.

Regarding family attitude influence on students' participation 70.3% teachers, 68.4% students and 90% of the principals agreed that the economic status of parents influences the students' participation to a greater extent. Other factors rated by teachers as influencing dropout as far as economic status of parents is concerned included; lack of role models 67.6%, type of relationship 64.9%, lack of understanding on how to motivate their children 66.2%, inability to guide children academically 73.0% and involvement in home activities that are not academically focused 70.3%. Similarly the form four students indicated that students drop out of school due to lack of understanding of benefits of education by parents due to low economic status 46.1%, lack of understanding of school work by parents with low economic status hence not able to guide student in their academic work 49.2%, lack of understanding of educational needs of students by parents with low economic status 51.8%. 60% of the principals agreed that parents with low economic status are ignorant on the importance of education.

Concerning households' size, 81.1% of teachers and 51.8% of students strongly agreed that households' size influences students' participation in schools. 43.0% of students and 70.2% of teachers strongly agreed that large households' size have high dropouts. 46.6% of students and 54.1% of teachers strongly agreed that student's dropout of school due to lack of fees and enough food. 41.5% of students concurred with the fact that children from large child labour are mostly absent from school to assist parents take care of their young siblings so that the parents can go and look for jobs and work. 50.2% of students strongly agreed that households with large size have problems in

paying fees.

Finally, 95.6% of teachers strongly agree that the type of family where students come from influences dropout to a great extend while 58.0% of students agreed that to some extent, the type of family where students come from influences dropping out. Other factors rated by teachers as influencing dropout include; psychological instability and lack of concentration in school by students from single parent families 87.8%, lack of moral support and parental care by orphaned students 94.6%, lack of self esteem and inability to cope in school by students from grandparent families85.1% and lack of role models and motivation by students from broken families 98.6%. Similarly, form four students agreed that children from single parent families have low esteem 31.1%, grandparent families' children lack parental care and support 51.8% and orphan students frequently are send home for fees and are mostly absent.

5.3 Conclusion of the study

The following conclusions were made from the findings of the study. Parental economic status does influence dropout among students in public secondary schools. The attachment to low household income is compounded by involvement in income generating activities, inability to afford basic needs, looking after young siblings and inability to pay fees. Family attitude influences dropout among students in public secondary school. The specific items that influence dropout rates are lack of role models, poor relationship of students and their parents, lack of understanding on motivating students, lack of academic guidance of students by parents, involvement in home activities

that are not academically focused, lack of understanding of educational needs of students and parents having low value for education.

Households' size influences dropout among students in public secondary schools. Households with large size have majority of the dropouts due to; lack of fees, lack of basic needs and lack of educational support. Finally, family structure also influences students' participation in public secondary school in Mbeere South Sub-County. Depending on the type of family students come from; psychological instability, lack of moral support, lack of parental care, lack of self-esteem, lack of role model and lack of motivation cause students to dropout.

5.4 Recommendations of the study

The study came up with the following recommendations

i) Poverty alleviation measures should be strengthened in the society to enable all families get higher income so as to maintain their children in school till completion.
ii) The government should enhance, strengthen and enforce parental laws to ensure children do not fall victim to family instability.
iii) The Government should conduct awareness campaigns to ensure parents and students fully understand and appreciate the importance of completion of secondary education.
iv) That the government should take off the total burden of school fees from the parents so that students do not drop out of school due to lack of school fees.

v) The Government should conduct awareness and sensitization campaigns on importance of family planning to all families to ensure that parents have a number of children that they are able to take care off well.

vi) Subsidized secondary education is not enough. Students from poor households should be offered total free secondary education if access to education for all is to be actualized.

5.5 Suggestions for further study

The researcher proposes further research in the following areas:

i) This study needs to be replicated in private primary schools in the district in order to compare results.

ii) Similar study should be undertaken in primary schools in the district in order to compare results.

iii) The study only examined household factors influencing students dropout in Mbeere South Sub-County .A study needs to be done to examine school based factors influencing students drop out in the district.

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APPENDICES

APPENDIX I: Letter of introduction

University of Nairobi
P.O. Box 30197 – 00100
Nairobi, Kenya
The Principal
…… Secondary School

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post graduate student undertaking a Master of Education Degree course in Educational Administration and Planning at the University of Nairobi. Currently, I am carrying out a research on the household factors influencing students' participation in public secondary schools in Mbeere South Sub County. The study has been designed to collect data from public secondary schools and your school has been selected to be part of the sample in this study. I would like to request your permission to include your school in this study.

I wish to assure you that the information obtained in this exercise is purely for research purposes and your identity will be treated with utmost confidentiality. Findings of the study shall be availed to you upon request

Yours sincerely,

Isabellah M. Mwaniki

APPENDIX II: QUESTIONNAIRES FOR SCHOOL PRINCIPALS AND TEACHERS

Introduction

The aim of this study is to collect data on household factors influencing students' participation in public secondary schools in Mbeere South Sub-County. The success of this study will depend on your provision of accurate data. Any information given will be treated with a lot of confidentiality.

Fill in the blank spaces or by ticking (٧) as appropriate.

1. What is you gender? Male ( ) Female ( )
2. What is your age bracket?
   a) Under 25 years b) 26-30 years c) 31-30 years d) 36-40 years
   e) 41-45 years f) 46 -50 years g) Over 50 years
3. What is your highest academic qualification?
   a) Diploma ( ) b) B.ED Degree ( ) c) Master Degree ( )
   d) Any other specify ……
4. What is your administrative experience in years? Please tick appropriately.
   a) 1-5 years ( )b) 6-10 years ( ) c) 11-15 years ( ) d)16-20 years ( )
   e) 21-25years ( ) f) Over 26 years ( )
5. For how long have you been a principal in the present school? Please indicate in the spaces _____
6. What is the type of your secondary school?
   a) Mix day school ( ) b) Mix boarding school ( )
c) Girl boarding ( ) d) Boys boarding ( ) e) Mix day and boarding ( )
7. Indicate the number of streams in your school?
   a) Single stream ( ) b) Double stream ( ) c) Tripple stream ( ) d) Four ( )
8. a. Does your school experience any influence of home environment on the academic success of students? Yes ( ) No ( )
   b. If yes, what kind of home environment influence is it?
   i. ……ii……iii……iv……

Part 11: Parents social economic status

a. Does your school provide lunch to all students? Yes ------ No ----

b. If yes, who does pays for the food?

   1. Parent 2. Community 3. Sponsored 4. Area administrator

   Others. Please specify ----------

c. Does the parents provide for basic needs of the students? Yes ___No _____

d. How frequent are the students' needs met?

   Daily (5) weekly (4) fortnightly (3) Monthly (2) Termly (1)

e. Are the students given homework? Yes ( ) No ( )

f. Do the students finish their homework in time? Yes ( ) No ( )

g. In your opinion how does parents social economic status influence home environment on academic success of students_____

Part 111: Family attitude

1. How does family attitude influence home environment on the academic success of the students?
   Too high extent ( )
   Moderate extent ( )
   Low extent ( )
2. Indicate who usually attends meetings when called to school
   Grandparents ( )
   Mother ( )
   Father ( )
   Aunt ( )
3. How would you rate instances of supervision of homework by parents/guardian?

   Always (5) Often (4) Occasionally (3) Rarely (2) Never (1)

Part IV: Child labour

4. Indicate your response by ticking (√) in relevant column.: Key Strongly degree (SA) Agree (A) Disagree (D) Neutral (N0 Strongly Disagree (SD).

Statement	Response				
	SA	A	N	D	SD
Students should be punished by being given manual work					
Manual work does not improve students' academic success					

Students like doing manual work					
Manual work helps to improve discipline in schools					

Part V: Family structure

1. Does family structure influence home environment on the academic success of students? Yes ( ) No ( )
2. What are some of the influences brought about by family structure
   1. …… 2) …….. 3) ……. 4) ……..... 5) ……
   Any other specify……
3. Students drop out of school regularly. Yes ( ) No ( )
4. How do you rate parenting styles?
   1. Very effective 2. Effective 3. Fairly effective 4. Not effective

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed to gather general information about the household factors influencing students' participation in secondary education in Mbeere South Sub-County. Please respond to the questions by ticking (√) the appropriate response or by writing the relevant response. You are kindly request to respond to all times.

1. What is you gender? Male ( ) Female ( )
2. What is your age bracket in the bracket provided?
   b) Under 10 years b) 15-18 years c) Over 18 years
3. What is your highest academic qualification?
   b) Lower Class ( ) b) Upper class ( )
   d) Any other specify ……
4. For how long have you been a student in the present school? Please indicate in the spaces _____
5. What is the type of your secondary school?
   b) Mix day school ( ) b) Mix boarding school ( )
   c) Girl boarding ( ) d) Boys boarding ( ) e) Mix day and boarding ( )
6. Indicate the number of streams in your school?
   b) Single stream ( ) b) Double stream ( ) c) Triple stream ( ) d) Four ( )
7. a. Does your school experience any influence of home environment problem? Yes ( ) No ( )
   b. If yes, what kind of home environment influence is it?
   i. ……ii……iii……iv……
8. Kindly explain how the school deal with the home environment challenges indicated in question 7 (b) above_____
9. How many teachers in your school are trained in guidance and counseling?

_____

Part 11: Parents social economic status

h. Does your school have guidance and counseling master ? Yes---- No --
i. If yes, who does guidance and counseling in your school?

1. Counseling teacher 2. Principal 3.Deputy principal 4. Any teacher Others. Please specify ----------

j. Is the teacher trained in that area? Yes _____No _____

k. Do you invite guest speakers for counseling in your school? Yes ( ) No ( )

l. How frequent is guidance and counseling sessions held in your school? Daily (5) weekly (4) fortnightly (3) Monthly (2) Termly (1)

m. Do you involve the students in peer counseling? Yes ( ) No ( )

n. In your opinion how does guidance and counseling influence student discipline _____

Part 111: Family attitude

5. Who leads your family

   Father ( )

   Mother ( )

   Grandfather ( )

6. Which type of family attitude do you live in?

   Extended family ( ) Nuclear family

7. How would you rate instances of suspension due to unfinished homework?

   Always (5) Often (4) Occasionally (3) Rarely (2) Never (1)

8. Who is responsible for not finishing your homework?.....

   Principal [ ], Deputy principal [ ] Teachers [ ] Parent/Gurdian [ ]

9. In your own opinion how does family attitude influence your academic success……

10. Part IV Child labour

11. Indicate your response by ticking { √ } in relevant column.: Key Strongly degree (SA) Agree (A) Disagree (D) Neutral (N0 Strongly Disagree (SD).

Statement	Response				
	SA	A	N	D	SD
students should be punished by being given manual work					
Manual work does not improve students 'academic success					
Students like doing manual work					
Manual work helps to improve discipline in schools					

PART V: Child labour

5. Is it bad helping at the farm? Yes ( ) No ( )
6. What are some of the work that you do at home

   1……. 2) ……. 3) …… 4) ……..

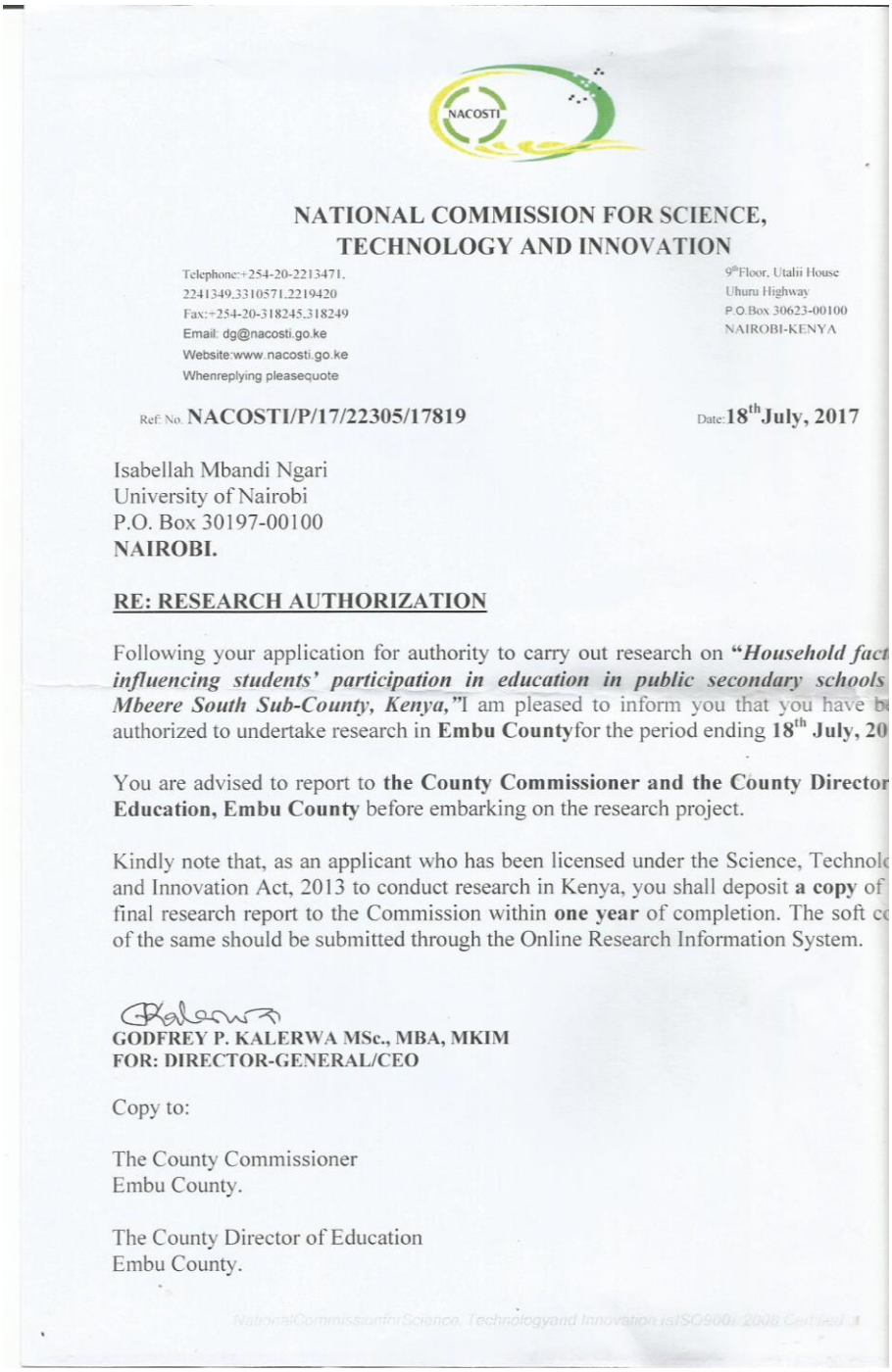
   Any other specify……
7. How often do you help parents/guardian at home

   Mostly often ( )

   Not often ( )

   Not al all ( )

APPENDIX IV: AUTHORIZATION LETTER



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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2241349,3310571,2219420
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Email: dg@nacosti.go.ke
Website:www.nacosti.go.ke
Whenreplying pleasequote

9th Floor, Utalii House
Uhuru Highway
P.O.Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/22305/17819**

Date: **18th July, 2017**

Isabellah Mbandi Ngari
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Household fact influencing students' participation in education in public secondary schools Mbeere South Sub-County, Kenya,"*** I am pleased to inform you that you have b authorized to undertake research in **Embu County** for the period ending **18th July, 20**

You are advised to report to **the County Commissioner and the County Director Education, Embu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technol and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of final research report to the Commission within **one year** of completion. The soft c of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Embu County.

The County Director of Education
Embu County.

NationalCommissionforScience, Technologyand Innovation isISO9001:2008 Certified

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. ISABELLAH MBANDI NGARI
of UNIVERSITY OF NAIROBI, 30197-100
Nairobi,has been permitted to conduct
research in *Embu County*

on the topic: *HOUSEHOLD FACTORS INFLUENCING STUDENTS' PARTICIPATION IN EDUCATION IN PUBLIC SECONDARY SCHOOLS IN MBEERE SOUTH SUB-COUNTY, KENYA*

for the period ending:
18th July,2018

Permit No : NACOSTI/P/17/22305/17819
Date Of Issue : 18th July,2017
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
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National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 15023

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