

**HOME BASED FACTORS INFLUENCING STUDENTS' DROPOUT RATE IN  
PUBLIC MIXED DAY SECONDARY SCHOOLS IN BURET SUB-COUNTY  
KERICHO COUNTY, KENYA**

**Langat Kennedy**

**A Research Project submitted in Partial Fulfillment of the Requirements for the  
Award of the Degree of Master of Education in Educational Planning**

**University of Nairobi**

**2019**

## **DECLARATION**

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

---

Langat Kennedy

E55/63923/2013

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

---

Dr. Ibrahim Khatete

Senior Lecturer

Department of Educational Administration and Planning,

University of Nairobi

---

Dr. Andrew Riechi

Senior Lecturer

Department of Educational Administration and Planning,

University of Nairobi

## **DEDICATION**

This study is dedicated to my family members.

## **ACKNOWLEDGEMENTS**

I am grateful to the Almighty God for granting me a free gift of life and for sustaining me to this far. I thank my wife Judith, my daughters Brilliat Chepkirui, Abigael Chelangat and my son Albert Kipkurui for supporting me morally. I appreciate Sr Pauline Kebenei for her assistance. I also thank the principals, teachers, parents and students of my target schools in Buret Sub-County for their cooperation during data collection.

Last but not least let a strong word of thanks follow my supervisors Dr. Ibrahim Khatete and Dr. Andrew Riechi for their guidance and wise counsel and University of Nairobi staff for their contribution towards the preparation this project.

## TABLE OF CONTENTS

| <b>Content</b>                             | <b>Page</b> |
|--|-------------|
| Title Page .....                           | i           |
| DECLARATION .....                          | ii          |
| DEDICATION .....                           | iii         |
| ACKNOWLEDGEMENTS .....                     | iv          |
| LIST OF TABLES .....                       | viii        |
| LIST OF FIGURES .....                      | ix          |
| LIST OF ABBREVIATIONS AND ACRONYMS .....   | x           |
| ABSTRACT .....                             | xi          |
| <b>CHAPTER ONE .....</b>                   | <b>1</b>    |
| <b>INTRODUCTION.....</b>                   | <b>1</b>    |
| 1.1 Background to the Study.....           | 1           |
| 1.2 Statement of the Problem.....          | 6           |
| 1.3 Purpose of the Study .....             | 7           |
| 1.4 Objectives of the Study.....           | 7           |
| 1.5 Research Questions .....               | 8           |
| 1.6 Significance of the Study .....        | 8           |
| 1.7 Limitations of the Study.....          | 9           |
| 1.8 Delimitation of the Study.....         | 9           |
| 1.9 Assumptions of the Study .....         | 9           |
| 1.10 Definition of Significant Terms ..... | 10          |
| 1.11 Organization of the Study .....       | 10          |

|   |           |
|---|-----------|
| <b>CHAPTER TWO .....</b>                                      | <b>12</b> |
| <b>RELATED LITERATURE REVIEW .....</b>                        | <b>12</b> |
| 2.1 Introduction.....   | 12        |
| 2.2 Concept of Dropout Rate .....                             | 12        |
| 2.3 Family Income and Students Dropout Rates .....            | 13        |
| 2.4 Parents' Education Level and Students Dropout Rates ..... | 15        |
| 2.5 Family Size and Students Dropout Rates.....               | 17        |
| 2.6 Child Labour and Students' Dropout Rate.....              | 19        |
| 2.7 Summary of Literature Review.....                         | 21        |
| 2.8 Theoretical Framework.....                                | 22        |
| 2.9 Conceptual Framework.....                                 | 23        |
| <b>CHAPTER THREE .....</b>                                    | <b>25</b> |
| <b>RESEARCH METHODOLOGY .....</b>                             | <b>25</b> |
| 3.1 Introduction.....   | 25        |
| 3.2 Research Design.....                                      | 25        |
| 3.3 Target Population.....                                    | 25        |
| 3.4 Sample Size and Sampling Technique.....                   | 26        |
| 3.5 Research Instruments .....                                | 27        |
| 3.5.1 Validity of Instruments .....                           | 27        |
| 3.5.2 Reliability of Instruments .....                        | 27        |
| 3.6 Data Collection Procedures.....                           | 29        |
| 3.7 Data Analysis Techniques.....                             | 29        |
| 3.8 Ethical Consideration.....                                | 30        |

|   |           |
|---|-----------|
| <b>CHAPTER FOUR</b> .....   | 31        |
| <b>DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS</b> .....       | 31        |
| 4.1 Introduction.....   | 31        |
| 4.2 Response Rate.....  | 31        |
| 4.3 Background Information of Respondents .....                             | 32        |
| 4.4 Influence of Family Income on Dropout Rate of Student.....              | 35        |
| 4.5 Influence of Parent’s Level of Education on Students’ Dropout Rate..... | 41        |
| 4.6 Influence of Family Size on Students’ Dropout Rate .....                | 48        |
| 4.7 Influence of Child Labour on Student Dropout Rate.....                  | 54        |
| <b>CHAPTER FIVE</b> .....   | 60        |
| <b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b> .....                       | 60        |
| 5.1 Introduction.....   | 60        |
| 5.2 Summary of the Study .....  | 60        |
| 5.3 Conclusions.....  | 62        |
| 5.4 Recommendations.....  | 63        |
| 5.5 Recommendations for Further Research.....                               | 64        |
| <b>REFERENCES</b> .....   | <b>65</b> |
| Appendix I: Letter of Introduction.....                                     | 68        |
| Appendix II: Questionnaire for the Principals .....                         | 69        |
| Appendix III: Questionnaire for Teachers .....                              | 72        |
| Appendix IV: Questionnaire for Students.....                                | 75        |
| Appendix V: Letter for Data Collection .....                                | 77        |
| Appendix VI: Permit for Data Collection.....                                | 78        |

## LIST OF TABLES

|   |    |
|---|----|
| Table 1.1 Buret Sub-County enrollment rate 2015 – 2018.....   | 6  |
| Table 3.1 Sample size.....  | 26 |
| Table 3.2: Pearson Product Moment Correlation Coefficient .....   | 28 |
| Table 4.1: Instruments’ Response rate.....  | 31 |
| Table 4.2: Demographic characteristics of principals’ respondents .....   | 32 |
| Table 4.3: Demographic characteristics of teachers .....  | 33 |
| Table 4.4: Demographic characteristics of students’ respondents.....  | 35 |
| Table 4.5: Principals response on the influence of family income on students’ dropout..                           | 36 |
| Table 4.6: Teachers response on the influence of family income on students’ dropout...                            | 38 |
| Table 4.7: Students response on the rate of their family income.....  | 40 |
| Table 4.8: Principals response on the influence of parents’ level of education on students’<br>dropout rates..... | 43 |
| Table 4.9: Teachers response on the influence of parents’ level of education on students’<br>dropout .....        | 45 |
| Table 4.10: Highest level of education of pupils’ parents .....   | 45 |
| Table 4.11: Principals response on the influence of family size on student’s dropout rates                        | 50 |
| Table 4.12: Teachers response on the influence of family size on student’s dropout rates                          | 52 |
| Table 4.13: Students from large family size do not receive adequate schooling support..                           | 55 |
| Table 4.14: Principals response on the influence of child labour on students’ dropout rates                       | 56 |
| Table 4.15: Teachers response on the influence of child labour on student’s dropout rates                         | 59 |
| Table 4.16: Extent to which child labour influence student dropout.....   | 60 |
| Table 4.17: Students involved in some form of labour are likely to dropout .....                                  | 60 |



## LIST OF FIGURES

|   |    |
|---|----|
| Figure 2.1: Conceptual Framework of home based factors influencing students<br>dropout rate ..... | 22 |
| Figure 4.1: Students from lower income families' drop out of school .....                         | 40 |
| Figure 4.2: Family income influence students' dropout in your school .....                        | 41 |
| Figure 4.3: Parents level of education influence students' level of education.....                | 49 |
| Figure 4.4: High parents' education significantly reduce the chances of school dropouts           | 50 |
| Figure 4.5: The number of children in a family influence student dropout .....                    | 52 |
| Figure 4.6: Students from large families have challenges in fees payment.....                     | 55 |
| Figure 4.7: There are students who work for some payment when out of school .....                 | 59 |

## **LIST OF ABBREVIATIONS AND ACRONYMS**

|                |  |
|----------------|--|
| <b>CDF:</b>    | Constituency Development Fund                                    |
| <b>EFA:</b>    | Education For All  |
| <b>ILO:</b>    | International Labour Organization                                |
| <b>MOE:</b>    | Ministry of Education  |
| <b>ROK:</b>    | Republic of Kenya  |
| <b>SDG:</b>    | Sustainable Development Goals                                    |
| <b>SSA:</b>    | Sub-Saharan Africa   |
| <b>UNESCO:</b> | United Nations Educational, Scientific and Cultural Organization |
| <b>UNICEF:</b> | United Nations Children's Fund                                   |

## ABSTRACT

The study investigated the influence of home based factors on students' dropout rate in public mixed day secondary schools in Buret Sub-County Kericho County, Kenya. The specific objectives were to examine the influence of family income, parents' level of education, family size and child labour on student dropout rate in public mixed day secondary schools. The study employed descriptive survey design. This study used simple random sampling to select 10 schools, a sample size 10 head teachers, 40 teachers and 142 students. Questionnaire for principals, teachers and students was used for data collection. Reliability analysis was done through test-retest method. Primary data was collected and analyzed using quantitative and qualitative techniques, quantitative data was analyzed using descriptive statistics and presented in frequency tables and graphs. Data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 23. It was found that low family income negatively influenced students' dropout from school. This is because the poor parents are unable to provide school necessities for their children. This eventually leads to their drop out of school. From the findings, it was concluded that parents level of education influenced students' dropout from school. Uneducated parents do not attach lot of value to schooling and students from uneducated parents do not complete secondary school. Uneducated parents do not help their children to do their school assignments. Uneducated parents do not commit resources to support their children's learning and uneducated parents are not represented in secondary school. It was found out that family size has an influence on students' dropout from school. students from families with many sibling are prone to drop out of secondary school and students from polygamous families drop out of secondary school due to lack of school fees. It was found out that students from large families are often absent from school to take care of younger siblings. Students living in families without parents are likely to drop out of school while students from single parent families are more likely to drop out of secondary school. It was found out that child labour influences students' dropout from school. Students who engage in manual work at home are frequently absent in school and will eventually drop out of school and students who engage in manual work are fatigue and lack concentration in school. Forced labour makes the students to drop out of school while students who are involved with child labour experience learning difficulties. Students who engage in manual work at home are frequently absent in school and will eventually drop out of school. The Ministry of Education should arrange induction of workshops for both the parents and principals to sensitize then on the benefits of homebased factors and its positive influence on students' dropout from school. Research should be done on the influence of socioeconomic factors on students drop out rate in private schools in other regions and Sub Counties.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education plays an important role in social economic growth and productivity of any country. It is a process which involves imparting knowledge, skills and attitude for production of competent human resource who will contribute to national development and reduce social inequality (World Bank, 1998). Education is a productive investment in human capital and therefore it is fundamental to the development of both the individuals and the society at large (World Bank, 1998). It is for this reason that the Sustainable Development Goals (SDGs), adopted in August 2015, stresses on the quality of education and its realization by 2030. To meet the SDG goal number four and in line with Universal Primary Education (UPE) and Education for All (EFA), The Government of Kenya introduced Free Primary education (FPE) in 2003 and Free Day Secondary Education (FSE) in 2008 as technique to increase access and retention to education by making basic education compulsory. In addition, the school feeding programme was introduced in some selected schools in deprived communities (Republic of Kenya, 2005).

Family income is a significant factor in deciding access to education. Schooling possibly brings about a scope of costs, for example, school uniform, travel and opportunity cost of sending a child to class. Family income is connected to a scope of elements, for example, when the kids begin school and how frequently they visit and on the off chance that they drop out of school (Croft, 2002). Porteus, Clacherty, Mdiya, Pelo, Matsai, Qwabe and Donald (2000), in their examination on explanation behind understudies to dropout out, noticed that destitution was the most well-known essential contributory purpose behind

students to dropout out of school. They brought up that the best challenge in accessing auxiliary training in Sub-Sahara Africa (SSA) is affordability.

According to Bridgeland, Dilulio and Morison (2006), each year almost one third of public high school students fail to graduate from high school in USA. The high school dropout problem was mainly associated with low income of families which impacted on individuals and their education. Globally, the United States remains seventeenth in high school graduation rates and fourteenth in college graduation rates among developed nations. High school students from low income families were six times, more likely to drop out than students from higher income families (Bridgeland et. al., 2006).

Studies by Lewin (2008) pointed out that children from poor households whose parents cannot meet the costs are less likely to participate in secondary education. Poverty decreases demand for school and also influence the ability of the family to meet the cost of education. In a study conducted in Pakistan on completion of primary, middle and high school levels of education, Holmes (2003) observed that children drop out of school because their parents cannot afford the cost of keeping them in school. This shows that parent's income is crucial to attainment of quality education.

In China, a study by Wang (2012) observed that dropout rate for the three years of upper secondary schooling in 2007 was 28.7percent across the nation and 28.00 percent in Western China alone due to lack of school fees. Therefore, studies found that the cost of attending upper secondary schooling where tuition and other levies are required can be a big portion of the family disposable income for poor families (Connelly & Zheng, 2003).

Household poverty level is sometimes equated to parents' level of education (Kakoli & Sayeed, 2013). Parents' level of education is paramount to children's achievement especially in education. Poorly educated parents may not attach a lot of value to education of their children and not provide necessary support to learning for example providing conducive environment for studies at home and encouraging children to put effort in studies (Brown & Park 2001). This may pose a challenge to learners who may not see the need to study lacking motivation and support.

In Ghana, about 12 percent of lower secondary age children were not in school in 2008 due to lack of parental awareness of the importance of education (UNICEF, 2011). This had continued to remain one of the greatest barriers to children's non enrolment in school Iddrisu, Salifu, Casely-Hayford and Signal (2010). Parents with low educational levels lack ability to provide the emotional, social and economic support for their children to enroll and stay in school. Therefore, parents support is an important factor in ensuring school participation and retention. There is an interrelationship between lack of parental support and the tendency among children to drop out of school. Parents with low education do not see the immediate and long term benefits of sending their children to school and are not likely to continue investing in education, Children on the other hand may dropout due to lack of motivation (Casely- Hayfordm, 2007).

Family size is vital with regards to shared assets when educating the children. The number of kids in a family is significant much of the time and can be a noteworthy determinant in access to training (Boyle, Brock, Mace and Sibbons 2002). Studies demonstrate that bigger family estimates and explicitly the number of kids demonstrate that the higher the number of youngsters the greater the monetary weight. This implies

kids are more averse to go to class and frequently dropout. In any case, it is inverse with regards to the age of pay with more youngsters in the family where kids are a wellspring of family salary shaping a working power in the homestead. The work can be disseminated between the guardians and their youngsters as for the situation in Ethiopia (Colclough et al., 2000).

Child labour is one of the issues that leads to dropout. Child labour refers to children who miss their childhood and are engaged in income generation and may be due to parent's poverty level. It has been one of the biggest obstacles to social development in many countries especially in developing countries (ILO, 2013). The International Labour Organization (ILO, 2013) estimated that there were around 215 million children between the ages five to fourteen who worked worldwide. These children often work for long hours, in very bad conditions which can affect their health physically, mentally and emotionally. These children did not have the basic rights like access to school or health care. According to ILO (2013), not all work done by children is considered as child labour. The children can help their parents at home in the process develop and learn to be productive members of society.

In Kenya, the Free Day Secondary Education programme (FDS) was implemented in 2008, to enhance transition from primary to secondary schools to accommodate enrollment gains made at primary level through Free Primary Education (RoK 2012). Despite the gains in primary school enrolments Kenya still has low net enrollment rates in secondary schools estimated at 50 percent by the World Bank in 2009. The data from (MoE, 2009) showed that 92 percent of form one class in 2004 reached form 4 in 2007 (MoE, 2009). This was a marked improvement over the previous year where the

progression rate was 87percent, the non-progression is likely to be due to dropouts. The government recommended increase of bursary allocation and introduction of the fee subsidy as ways of improving access and participation in secondary education (Orodho & Njeru 2003). However, despite the introduction of free day secondary and bursary allocation, access and participation in secondary school level has remain low relative to primary school level participation in Kenya. The enrolment in 2004 at primary education level stood at 74.3 percent and secondary level at 9.3 percent (MoE, 2005). In Buret Sub-County there are 52 public secondary schools 30 of them are mixed day secondary schools forming majority in the Sub County (Sub County Education office Bureti 2016).

**Table 1.1: Buret Sub-County enrollment figures 2015 – 2018**

| <b>Year in form one</b> | <b>Number of students enrolled</b> | <b>Year in form four</b> | <b>Number of students registered for KCSE</b> | <b>Number of students who did not complete form 4 in record 4 years</b> | <b>Dropout rate</b> |
|-------------------------|------------------------------------|--------------------------|---|---|---------------------|
| 2011                    | 4144                               | 2014                     | 3471  | 673   | 16.24               |
| 2012                    | 4234                               | 2015                     | 3659  | 573   | 13.58               |
| 2013                    | 4606                               | 2016                     | 3794  | 812   | 17.63               |
| 2014                    | 5021                               | 2017                     | 4323  | 698   | 13.90               |
| 2015                    | 5547                               | 2018                     | 4662  | 879   | 15.86               |

**Source: Buret Sub County Director of Education database (2019).**

The Table 1.1 indicates that between 2011 and 2014 the participation rate was 16.24 percent and it increased to 17.63 percent in the period 2013 to 2016. However in reduced to 13.90 percent between 2014 and 2017 and 15.86 percent between 2015 and 2018. This dropout problem has caused negative economic development and resulted into low participation rate. Solutions must therefore be sought to curb this low participation to save the country from the incompetent labour force. This indicates that participation in



public mixed day secondary schools in Buret Sub County has a problem and hence this study seeks to examine if home based factors influences students drop out rates. From the background, home based factors were found to have an influence of students' retention in schools and therefore that's why this study investigated its effect on students drop out rates.

## **1.2 Statement of the Problem**

The Kenya Government recognizes the importance of promoting inclusive quality secondary education contributes significantly to economic growth poverty eradication. Several measures have been implemented in the education sector to improve access, participation, retention and completion of secondary education and to ensure there is equity for all children to enroll in school (MoE 2010).

Some of these measures were; introduction of Free Day Secondary School (FDSE) in 2008 and provision of bursaries through the MoE and Constituency Development Fund (CDF) (MoE 2010). This government move is anchored on the county's Constitution (2010) and other legislations like the Children Act (2001) and the Basic Education Act (2013) which have affirmed basic education as a right of the child. The Government funding programmes have made considerable contribution to transition from primary to secondary School. This resulted in an impressive increase rate of 80.4 percent in 2014 from 68.9 percent in 2010 (Republic of Kenya, 2015).

However despite the increase in transition from primary to secondary school many secondary school students do not successfully complete secondary education. According to statistics from the Kenya National Examinations Council, (KNEC) out of the 521,601

students admitted in secondary school in 2011, only 483630 sat for KCSE examination implying that 37,900 (7.8 percent) dropped out. This high dropout has worried the MoE given that the government has invested huge resources in secondary school education. Despite the introduction of free day secondary and bursary allocation, access and participation in secondary school level has remain low relative to primary school level participation in Buret Sub County as shown Table 1.1. Therefore this study investigated the influence of home based factors on students' dropout rate in public mixed day secondary schools in Buret Sub County Kericho County.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the influence of home based factors on students' dropout rate in public mixed day secondary schools in Buret Sub County Kericho County.

### **1.4 Objectives of the Study**

This study used the following objectives;

- i. To examine the influence of family income on dropout rate of student in public mixed day secondary schools in Buret Sub-County.
- ii. To determine the influence of parent's level of education on students' dropout rate in public mixed day secondary schools.
- iii. To assess the influence of family size on students' dropout rate in public mixed day secondary schools.
- iv. To examine the influence of child labour on student dropout rate in public mixed day secondary schools.

## **1.5 Research Questions**

The study attempted to answer the following questions;

- a) How does the family income influence students dropout rates in public mixed day secondary schools in Buret Sub-County?
- b) To what extent does the parents' level of education influences the student dropout rates in public mixed day secondary schools?
- c) In what ways does the family size influences the student dropout rates in public mixed day secondary schools?
- d) How does child labour influences the student dropout rates in public mixed day secondary schools?

## **1.6 Significance of the Study**

This study findings was anticipated to assist school administration and parents to take intervention measures that would address issues that secondary school students face at home and school. The results may be useful to parents and school administration develop programmes that would promote retention and completion rates. The study may be used by the government to develop and implement measures that would promote enrollment, participation, retention and completion. The outcome of the study may be used to sensitize parent and community on the benefits of completion of secondary schooling. The findings of the study may provide data and information for proper planning and decision making in Ministry of Education and more so in county government in developing policies that would promote retention and completion.

### **1.7 Limitations of the Study**

Limitation is an aspect of research that may influence the results negatively, but over which, the researcher has no control (Mugenda & Mugenda, 2003). The main limitation of the study was where the students had transferred to a school in another sub county, or schools not in the sample size this gave an impression that such students had dropped out school. Where possible the researcher validated such information from the school friends of the affected students. Tracing individual students who dropped out of school to obtain information from them as to why they dropped may be difficult. The class teacher gave their view since they were likely to have information on dropouts.

### **1.8 Delimitation of the Study**

Delimitation refers to the boundary of the study as defined by Orodho (2004). The study was confined to Buret Sub-County targeting public mixed day secondary school. The respondents were head teachers, teachers and students. Private school was not involved in the study. The study was limited to Home- based factors which influence dropouts in Buret Sub-County.

### **1.9 Assumptions of the Study**

The study assumed the following;

- i. That respondents were willing to co-operate and give accurate information.
- ii. That students, teachers and administration provided information needed on school enrollment and dropout rate.
- iii. That the records on dropout was available at school level and at DEO's office.

### **1.10 Definition of Significant Terms**

**Child Labour** refers to work that interferes with children's schooling by depriving them of the opportunity to attend school or requiring them to attempt to combine school with

**Completion rates** refers to the percentage of student who completed last grade of the school cycle out of the number of students who enrolled in the grade at the beginning.

**Dropout rate** refers to percentage of students who withdraw in a given year out of the total number that enrolled.

**Enrolment** refers to the total number of students attending school in a given year.

**Family Size** refers number of dependent children in a household that contribute to lack of basic needs to facilitate learning in secondary school.

**Family income** refers to the level or measure of the combined incomes of all people sharing a particular household or place of residence

**Home base factors** refers to factors emanating from students family background that contribute to lack of completion of school level.

**Parental level of education** refers to the academic achievement of student's parents or guardians that might contribute to students' encouragement to like school.

**Retention** refers to ability to remain and participate in school programme till completion of the given level.

### **1.11 Organization of the Study**

The study was organized into five chapters. Chapter one comprises of background to the study, statement of the problem, purpose of the study, objectives of study, research questions, significance of the study. It also comprised of limitation and delimitation of the study, assumptions of the study and definition of significant terms. Chapter two

consists of literature review based on the themes; concept of home based factors on dropout rate, family income, parent's education level and students' dropout rates, family size and students' dropout rates, child labour and student dropout rate, summary of literature review, theoretical framework and conceptual framework of the study.

Chapter three covers mainly on research methodology which includes research design target population, sample size and sampling procedures research instruments, validity of the instrument, reliability of the instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis and interpretation of the findings whereas chapter five focuses on the summary, conclusion, recommendation and suggestions for further studies.

## **CHAPTER TWO**

### **RELATED LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review of the study. The chapter presents the concept of home based factors on student's dropout rate, family income and student's dropout rates, parent's level of education and students dropout rates, family size and students dropout rate and child labour on student on dropout rates. This chapter presents summary of the literature review lastly the chapter presents the theoretical and conceptual framework of the study.

#### **2.2 Concept of Dropout Rate**

Dropout is defined as any student who leaves school for any reason before completion of studies without transferring to another school according to North Carolina education research data center. A dropout is student who fails to complete a school course or programme (Burrus & Roberts, 2012). Dropping out is the process of quitting a school programmes without achieving a certificate. Dropping out from school occurs after the student had previously achieve access to school. Dropping out starts much earlier before high school and the students show signs at least one to three years before dropping out of school. Students at risk of dropping out exhibit some identifiable characteristics some of which are demographic such as coming from low income family and being older than the average student in their class (Rumberger, 2011). other predictors of dropping out of high school may be categorize as factors related personality and motivation for instance those with inconsistence attendance may have little support at home to continue schooling. The

other factor is unsatisfactory behaviour in school which attributed to poor nurturing at home is also a signal of dropping out (Neild & Balfanz, 2006).

School dropouts in USA is a matter of national concern as reflected in numerous studies and programmes focusing on dropouts at national, state and local level (Rumberger 2011). There are a number of reasons that has raised high concerns on dropouts, first is dropouts both costly to individuals and society. Secondly dropouts have difficulty in finding employment. The government statistics USA shows that 31 percent of students who dropped out of school in 2009-10 school year were employed. For the employed dropouts earn substantially less than high school graduates (Rumberger, 2011).

### **2.3 Family Income and Students Dropout Rates**

Studies have shown that low income workers have difficulty in meeting the financial obligation including meeting costs that would teach their children's lives (Osterman & Shulman 2011). Financial resources are more important than just meeting the basic needs they are also required for by parents to purchase extra materials needed for school e.g. books and other school activities (Carson & Magnuson, 2011) low family income level is associated with low school achievement and attainment, higher rates of misbehavior among boys and greater level of non-marital births compared to other children (Magnuson & Votruba-Drzal, 2009).

According to a study by Gennetian et. al., (2008); Williams and Boushey (2010) low income parents work for long hours and leave their responsibilities of taking care of younger children to their relatives including their older children who are still schooling. Most low wage parents don't have standard work hours workers are required to work at



night or weekend with little employee benefits, these workers have little control of their time at work. (Henly, Shaefer & Waxman 2006) these jobs are not likely to provide the worker with benefits such as paid time off for illness, retirement plans and flexible work schedules this work attitude denies parents to work around their children's schedules

Low income jobs are likely to be part time, temporary, have variable work hours on week to week basis, this implies parents have no control on family budget and time to be with their children and encourage them on their studies. Time use studies found that parents who work nonstandard shift provide less assistance to their children with homework. Their jobs also make involvement in students school work unattainable (Connely & Kimmel 2010).

A study in Ethiopia and Guinea by Rose and Al Samrai (2001) about constraints affecting the participation of boys and girls found out that parents had difficulties paying fees, especially prior to harvest, the ability to buy exercise books, pens and school uniform influence whether child enrolls or were withdrawn from school some described their children dropping out of school after enrollment because they could not meet direct costs of schooling. Parents in Guinea had difficulty meeting additional cost e.g. registration payments, textbooks and uniform which were all indirect cost.

Family income is an important factor in access to education because it can influence the demand for children education. Poor families may not afford to meet direct and indirect cost of schooling and may not access credit to cover schooling cost. Higher income families are likely able to meet the cost of their children education through present family

income or savings. This therefore implies that wealthier families are expected to enroll and stay for longer duration in school (Glick & Sahn 2000).

According to Son (2012), 52 percent of parents in Mombasa region are unable to meet the cost of education due to their low income hence they withdraw their children from school before they complete the four year cycle in secondary school. Students from such families keep being sent away from school to collect school fees which affects their performance in class and in turn discourages the students hence they withdraw.

#### **2.4 Parents' Education Level and Students Dropout Rates**

Several studies indicate that the parents level of education influence enrollment, participation and completion of school by their children. Parents with low level schooling are less likely to educate their own children. Poorly educated parents do not attached a lot of value to education and do not provide necessary support to learning for example helping with homework and encouraging children to put effort in studies (Brown & park 2001). Low education of the mother in home may reduce their bargaining power and compromise education decision which may affect the family e.g. enrollment of children in school (Knight & Song 2000).

The effect of guardians education of their kids demonstrates that the offspring of progressively taught guardians are bound to select and keep on advancing through school .The gender effect of guardians the level of instruction of the education increase the degree of maintenance of young men in school and that of the mother improves the instructive fulfillment of the young ladies (Holmes, 2003). Young ladies whose mother

has not achieved any degree of training are bound to drop out of school of school than young men.

Low parents' level of schooling continue to be one of the big barriers to children non enrollment in Ghana and which also under value girls and children with disabilities ability to participate and succeed in school (Iddrisu et al., 2010). Low enrollment of girls and children with disabilities can be attributed to parents' poor attitude and lack of knowledge that these children could be enrolled in special needs schools (Iddrisu et al., 2010).

A study in Ghana Reddy and Sinha (2010) shows that for parents to make a meaningful difference in enrolment and participation of their children in school, then they must have attain schooling level equal to senior high school. Al Samarra and Peasgood (1998) study in Tanzania notes that the father's education has a greater influence on boys' primary schooling and the mothers' education influence girls schooling. When married mother primary education can increase the probability of girls, enrolling primary schooling by 9.7percent and secondary by 17.6percent it has no significance effect enrollment of boys. The improvement in father education raised the schooling of both sons and daughters.

The education of the parents has been found in many studies as to be one of the most important determinants of their children schooling. Educated women have strong preference for educating their daughters and the ability to negotiate to ensure the necessary support and resources are provided for this purpose (Glick & Sahn 2000). Educated parents are more able to assist their children in learning for instance assisting their children with homework and are more likely recognize the benefit of the benefits of

schooling. Positive parental schooling impact are also expected from schooling as a consumption good perspective since better educated parents are likely to enjoy educating their children more than the less educated parents thus parents education will act as driving force in the schooling demand function ( Glick & Sahn, 2000) .women with more schooling are likely to be working and earning some income which is under their control ,therefore if a woman values education of her children then she would allocate the required resources (Glick & Sahn 2000).

Parents' education influences student's aspiration and educational support for instance helping the students with the homework. In addition the students whose parents monitor and regulate their activities, provide emotional support and encourage independent decision making are less likely to drop out (Rumberger, 2011).

Njeru and orodho (2003) found out that with regards to the impact of parents education on schooling of children show that the children of more educated parents are more likely to be enrolled and retained in schools as opposed to those whose parents with less or no education at all. He further said that this was because the parents were in a position to afford the school levies hence maintaining the learners in school.

## **2.5 Family Size and Students Dropout Rates**

In Ghana a study by Hunt (2008) indicates that the presence of children less than 6 years old in the family tend to increase the probability of older siblings working and not schooling. The presence of female adults within the family increases the probability of girls schooling and not working. On fertility and schooling in Ghana studies showed that

each additional younger sibling significantly increased probability that an elder girl would drop out of school.

The number of members in a family is an important factor in access to schooling because it influence on how responsibilities and resources are shared out. An increase in the number of young children may raise the demand for labour of in child care in home. However an additional older sibling or adult women may reduce opportunity cost of girls' time by providing substitutes for domestic chores. This therefore raises the likelihood of enrollment and the average level of schooling among girls in the family (Boyle, 2004).

In a study by Lachaud, Legrand, Adjiwanou and Kobiane (2014) in Ouagadougou Bukina Faso suggest that each additional child represent a drain on available family resources. This implies the arrival new child changes resource distribution and else being equal, reduces the share allocated to each child. Thus reducing the number of children in the family will enable the family provide more resources for each child.

Allendorf (2012) in his study found that reduced family size results in lower household economic dependency ratio and so relieves some of the resource that may force families to choose between their children in terms of educational investment. There would be no need to choose between boys and girls or between the eldest and other children. In addition smaller family size may accompany a redefinition of family roles away from those traditionally established of family expectation and economic perspectives linked to schooling of girls compared to boys and of first born and younger children.

Juma (2003) in his study showed that up to about 82% of children who eventually drop out of school at all levels come from large families, suggesting that parents with large families are usually faced with financial problems as they are unable to meet all their needs a result they find it difficult to keep their children in secondary schools.

## **2.6 Child Labour and Students' Dropout Rate**

An investigation by Shahidul (2013) analyze information in Bangladesh and found that if a mother partakes in the family unit's basic leadership process, the dropout pace of young ladies is diminished. Despite the fact that female headship in the long run offers bit of leeway to young ladies, considers now and again show disputable outcomes. This is on the grounds that, numerous examinations found that solitary female headed family units face more prominent money related and time imperatives than two-parent families all in all which may affect distinctively on youngsters' scholarly accomplishment (Guo and Harris, 2000; Pong et al., 2003). Truth be told, youngsters in families headed by wedded ladies have higher instructive fulfillment while offspring of widows are bound to work.

The PROBE Team (1999) in India sees agricultural activities as clashing with school times and because such activities take place in rural areas and are seasonal, they lead to seasonal withdrawals from school. Children who combine child labour with schooling often suffer and cannot attend regularly. Working children therefore attend school intermittently and irregular attendance predisposes pupils to dropping out (Hunt, 2008). Rural children's work is influential in drop out Ghana (Hashim, 2005).

Childhood is a very important stage in human life , it is that phase of life where children are not really aware of any form of worldly responsibilities they are free from all tensions

and they can learn a lot of new things .many children who are supposed to be in school are forced to work in inhuman conditions. The children bear the burden of performing tough task of primary earning member of a family to satisfy the needs and wants of their family. The problem of child labour is huge and faced by many countries by many countries in the world (Rathod & Koli 2015). The working conditions of child labour is exploitative as reflected in the long hours of working for low wages , casual nature of work absence of holidays ,absence of social security (Rathod & Koli 2015).

In India a study by Rathod and Koli (2015) found that 82 percent of child labourers are attending their school irregularly, 13 percent of respondents had never attended school and 5 percent had regularly attended school. the study also found out that a large percentage of children engage various forms of child labour had drop out of school and it was observed that 49percent of these children are interested in continuing with their education. The main reasons the study found to be contributing to children dropout include poor economic conditions 36percent poor performance 30percent less interest by parent 6 percent.

A survey carried out by Kenyan and Japanese researchers in Kisii Central District, (Omenge and Nasongo; 2010), revealed that pupils' engagement in domestic tasks made them to sleep late and wake up early. In addition to this, learners lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study.

## **2.7 Summary of Literature Review**

A study by Shahidul (2013) examine data in Bangladesh and found that if a mother participates in the household's decision-making process, the dropout rate of girls is decreased. Though female headship eventually gives advantage to girls, studies sometimes show controversial results. This study does not examine the influence of both parents and specifically their level of education on students drop out that the current study focuses on.

A survey carried out by Kenyan and Japanese researchers in Kisii Central District, (Omange and Nasongo; 2010), revealed that pupils' engagement in domestic tasks made them to sleep late and wake up early. In addition to this, learners lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study. This study does not specifically examine the public mixed public school that the current study focuses on.

In Ghana a study by Hunt (2008) indicates that the presence of children less than 6 years old in the family tend to increase the probability of older siblings working and not schooling. The presence of female adults within the family increases the probability of girls schooling and not working. On fertility and schooling in Ghana studies showed that each additional younger sibling significantly increased probability that an elder girl would drop out of school. This study examines the influence of family composition rather than the family size on students drop out that the current study investigates.

The literature review indicated that there was a relationship between and family income, parents' level of education, family size and child labour on student dropout rate. This



study therefore will investigate the home based factors influencing students' dropout rate in public mixed day secondary schools in Buret Sub-County Kericho County, Kenya.

## **2.8 Theoretical Framework**

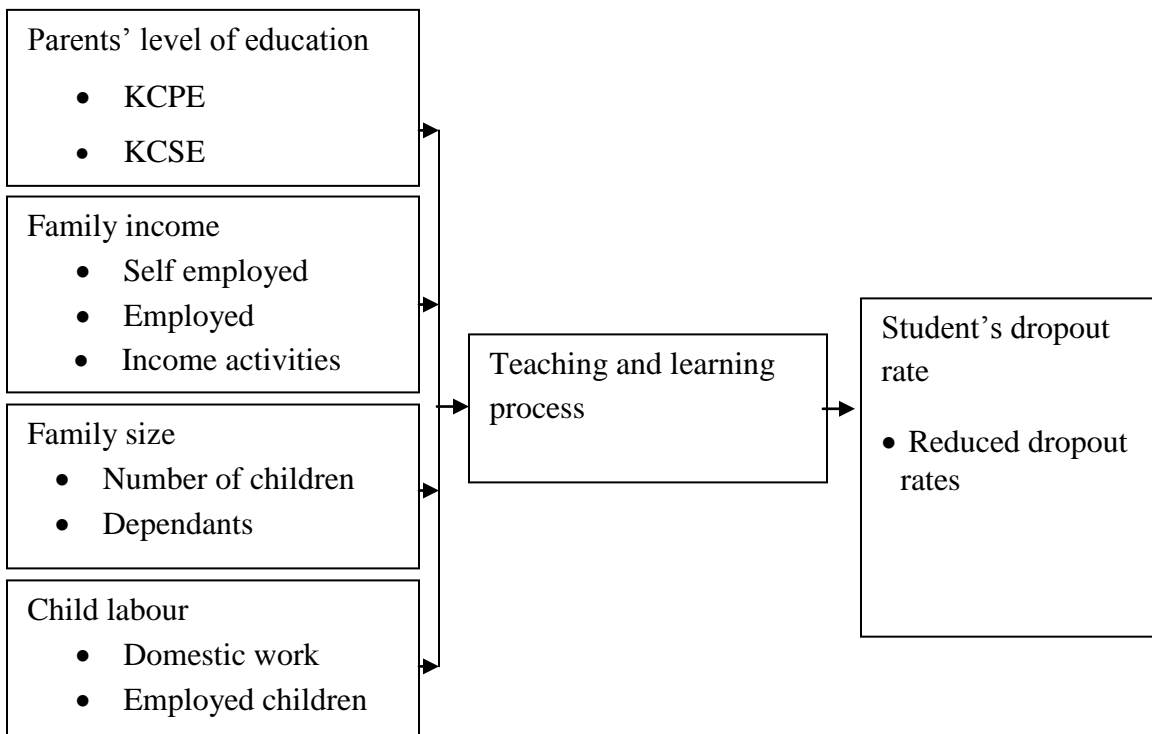
This observe was guided by Epstein's version (2002) by Joyce Epstein's. school-family-community Partnership version is an influential version in parent involvement studies. The version redefines the connection between schools, households, and groups as one of overlapping spheres of affect that proportion a difficulty about the success of the kid. As a framework for increasing parental participation in education, the model recognizes six forms of educational involvement and encourages faculties to increase sports that have interaction colleges, families and communities inside the six sorts. This model has various factors that may be associated with the home based totally factors influencing students' dropout rate.

Communicating with families about school projects and understudy advance. Make two-way correspondence channels among school and home (Baumrind, 2010). Volunteering; improve enrollment, preparing, exercises, and calendars to include families as volunteers and as crowds at the school or in different areas. Empower instructors to work with volunteers who bolster understudies and the school. Learning at Home include families with their youngsters in scholastic learning at home, including schoolwork, objective setting, and other educational program related exercises. Urge educators to plan schoolwork that empowers understudies to share and examine fascinating assignments (Epstein and Dauba, 1991). Basic leadership; incorporate families as members in school choices, administration, and backing exercises through school gatherings or improvement groups, panels, and parent associations (Okantey, 2008). Working together with the

Community; arrange assets and administrations for families, understudies, and the school with local gatherings, including organizations, offices, social and municipal associations, and schools or colleges (Epstein, 2002).

This theory informs the present study in that it be relates to the influence of home based factors on students’ dropout rate. This is because Epstein highlights various factors like parenting, communication, parents’ education level, child labour, family size, volunteering, learning at home, decision making and collaborating with the community that all involves parents. If the parents involve themselves in the children education, the children are bound to remain in school.

## 2.9 Conceptual Framework



**Figure 2.1: Conceptual Framework of home based factors influencing students’ dropout rate**

Conceptual framework shows the relationship between variables under study. The framework shows that several aspects are responsible for retention of in school, aspects such as family income, parent's level of education, family size and child labour.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, target population, sample and sampling techniques and sample size, research instruments, validity and reliability of instruments and data collection procedures and data analysis.

#### **3.2 Research Design**

Research design is the ultimate blue print for the collection, measurement and analysis of data (Kothari, Ramanna, & Skinner, 2010). The study used descriptive research design. Cooper and Schindler, (2006) describes this method to be a detailed description of events, situations and interactions between people and things. Descriptive research design was appropriate because the study used questionnaires in collecting data from respondents and no variables will be manipulated. Secondary historical unbiased data available to the public will be retrieved from reports from ministry of education, while primary data was collected through administering of questionnaires to mixed secondary schools in Buret Sub County, Kericho County. The conclusion drawn was taken to be true for all the observations hence a generalization specific to the dropout rate in public mixed schools in Kericho County.

#### **3.3 Target Population**

According to Mugenda and Mugenda (2003) target population is the entire group of people, events or objects having common observable characteristics to which the researcher wishes to generalize the study findings. The target population for this study

was all the 31 public mixed secondary schools in Buret Sub County 31 principals, 196 teachers and 1421 form 3 students (Buret Sub County Education office, 2019).

### 3.4 Sample Size and Sampling Technique

According to Mugenda and Mugenda (2003) a sample is a small group of the target population and is a representative of the whole population. Sampling is a research technique that is used in selecting a number of individuals or objects for a study such that the selected group is representative of the char target population Mugenda and Mugenda (2003). In this study a sample of 10 percent to 30 percent of the target population was appropriate as recommended by Mugenda and Mugenda (2003). In t this study researcher used a sample of 30 percent of the Head teachers and a sample of 10 percent of the students. This study used simple random sampling to select 10 schools, a sample size 10 head teachers, 40 teachers and 142 students. Simple random sampling is a technique in which every member of the population have equal chance of being selected.

**Table 3.1: Sample size**

| <b>Respondents</b> | <b>Target population</b> | <b>Sample size</b> |
|--------------------|--------------------------|--------------------|
| Principals         | 31                       | 10                 |
| Teachers           | 196                      | 40                 |
| Students           | 1421                     | 142                |
| <b>Total</b>       | <b>1648</b>              | <b>192</b>         |

### **3.5 Research Instruments**

Research instruments are the tools used in research for the purpose of collecting data to help answer research questions. This study used questionnaire to collect data. Questionnaire is an instrument used to gather data, where each item is develop to address specific objective (Mugenda & Mugenda 2003). Questionnaires were low-cost to administer to participants in spread extensively over a large geographical area within a short period of time. The participants were unrestricted to answer to thoughtful and uncomfortable questions at their own pace. The questionnaire was divided into two sections. Section 1 sought to obtain respondents demographic information while section 2 had items seeking to establish home based factors influencing students' dropout rate that included family income, parents' level of education, family size and child labour.

#### **3.5.1 Validity of Instruments**

Validity is the degree to which the instrument used in research collects data wanted for study Mugenda and Mugenda (2003). To ensure instruments content validity, consultations with the supervisors from the department of Educational Planning was done to improve relevance of the content of the instrument.

#### **3.5.2 Reliability of Instruments**

Reliability is a measure to which a research instrument yields consistent outcomes or data after repeated trials (Mugenda & Mugenda, 2003). The test and retest method was used to test reliability of the instruments. The test retest method of assessing reliability involved administering the same instrument twice to the same group of subjects. This method was appropriate because the time lapse between the first test and the second test will help the researcher prove reliability of instruments. A pearson's product correlation coefficient

formula was used A coefficient of 0.8 or more implied a high degree of reliability of data (Mugenda & Mugenda 2003).

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

- Where
- r = Pearson r,
  - $\Sigma x$  = The sum of raw X scores,  $\Sigma y$  = The sum of raw Y scores
  - $\Sigma xy$  = The sum of the product of each X times each Y
  - $\Sigma X^2$  = The sum of the square of each X- score
  - $\Sigma Y^2$  = The sum of the squares of each Y – score.
  - N = The number of paired x & y scores

**Table 3.2 Pearson Product Moment Correlation Coefficient**

| <b>Test</b>    | <b>Retest</b>  |                      |                      |                  |
|----------------|----------------|----------------------|----------------------|------------------|
| <b>X</b>       | <b>Y</b>       | <b>X<sup>2</sup></b> | <b>Y<sup>2</sup></b> | <b>XY</b>        |
| 18             | 17             | 324                  | 289                  | 306              |
| 17             | 18             | 289                  | 324                  | 306              |
| 17             | 18             | 289                  | 324                  | 306              |
| 18             | 17             | 324                  | 289                  | 306              |
| 16             | 18             | 256                  | 324                  | 288              |
| 17             | 17             | 289                  | 289                  | 289              |
| 18             | 18             | 324                  | 324                  | 324              |
| $\Sigma X=121$ | $\Sigma Y=123$ | $\Sigma X^2=2095$    | $\Sigma Y^2=2163$    | $\Sigma XY=2125$ |

N=18

$$\begin{aligned}
r_{xy} &= \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}} \\
&= \frac{18(2125) - (121)(123)}{\sqrt{[18(2095 - 121^2)][18(2163 - 123^2)]}} \\
&= \frac{23,367}{23434.1107} \\
&= 0.9
\end{aligned}$$

A coefficient of 0.9 indicated that the instrument is reliable because a coefficient that is close to plus or minus one indicates a strong relationship (Mugenda and Mugenda, 2003).

### **3.6 Data Collection Procedures**

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) before collecting data from schools. The permit was then presented to County Commissioner and County Director of Education Kericho County and the sub County Director of Education Buret to facilitate visits to schools. The researcher visited the sampled schools and introduced himself to the principal and explain the purpose of visit. The questionnaire was administered to the respondents and assured of strict confidentiality. The questionnaires were collected afterwards.

### **3.7 Data Analysis Techniques**

Data analysis refers to transformation of raw data into usable information. The researcher inspected and edited the collected questionnaires to ensure accuracy. This study generated both qualitative and quantitative data. Qualitative data was edited and arranged into themes and patterns using codes. After which the coded data was analyzed. Quantitative data was analyzed using descriptive statistics that involved frequency tables and percentages using Statistical Package for Social Science (SPSS) version 23.



### **3.8 Ethical Consideration**

Saunders, Lewis and Thornhill (2003), define research ethics as the appropriateness of the researcher's behavior in relation to the rights of those who become the subject of the research project, or who are affected by it. The researcher adhered to appropriate behavior in relation to the right of teachers and students who are the respondents. The researcher sought informed consent from the respondents. Furthermore, the researcher explained the purpose of the study to the respondents and then assured them of confidentiality of their responses and identities.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter presents findings and the interpretations in tandem with home based factors influencing students' dropout rate in public mixed day secondary schools in Buret Sub-County Kericho County, Kenya. The findings were presented according to research questions: How does the family income influence students dropout rates in public mixed day secondary schools in Buret Sub County? To what extend does the parents' level of education influences the student dropout rates in public mixed day secondary schools? In what ways does the family size influences the student dropout rates in public mixed day secondary schools? How does child labour influences the student dropout rates in public mixed day secondary schools?

#### 4.2 Response Rate

The rate of response among the target groups is presented in Table 4.1.

**Table 4.1: Response rate**

| <b>Respondents</b> | <b>Sample size</b> | <b>Response</b> | <b>%</b>  |
|--------------------|--------------------|-----------------|-----------|
| Principals         | 10                 | 10              | 100       |
| Teachers           | 40                 | 35              | 87        |
| Students           | 142                | 135             | 95        |
| <b>Total</b>       | <b>192</b>         | <b>180</b>      | <b>94</b> |

The study sampled 10 principals and 40 teachers and 142 students. Questionnaires were used for both teachers and students. Ten principals, 35 teachers and 135 students responded. This gave a 94% rate of response, which was higher than the 70% threshold recommended by researcher (Kothari, 2004).

### 4.3 Background Information of Respondents

The study collected background information of the participants in the study. This was necessary in order for the study to describe the information concerning the participants for conclusions in the study.

#### 4.3.1 Demographic Characteristics of Principals

The demographic characteristics of students' respondents were studied. The findings are shown in Table 4.2.

**Table 4.2: Demographic characteristics of principals' respondents**

| Demographic factors             | Variable          | Frequency | Percentage |
|---------------------------------|-------------------|-----------|------------|
| Gender                          | Female            | 4         | 40         |
|                                 | Male              | 6         | 60         |
| Age bracket                     | 30 to 40 yrs      | 1         | 10         |
|                                 | 40 to 50 yrs      | 7         | 70         |
|                                 | 50 to 60 yrs      | 2         | 20         |
| Highest education level         | Degree            | 7         | 70         |
|                                 | Masters           | 3         | 30         |
| Working experience              | 11-15 years       | 3         | 30         |
|                                 | Over 15 years     | 7         | 70         |
| Duration in the current station | Less than 2 years | 3         | 30         |
|                                 | 2-4 years         | 3         | 30         |
|                                 | Over 4 years      | 4         | 40         |

Table 4.2 indicates that majority 6 (60%) of the principals' respondents were male. Majority 7 (70%) of the principals' who responded lied in the age group of between 40–50 years. A large number 7 (70%) of the principals had degrees as their highest level of

education while 7 (70%) had working experience of between over 15 years. Most 4 (40%) of the principals had worked in their current station for over 4 years. This indicated that they had experience to understand the home based factors influencing students' dropout rate in public mixed day secondary schools.

#### 4.3.2 Demographic Characteristics of Teachers

Demographic information of the teachers findings are presented in Table 4.3.

**Table 4.3: Demographic characteristics of teachers**

| <b>Demographic factors</b>      | <b>Variable</b>   | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------|-------------------|------------------|-------------------|
| Gender                          | Female            | 17               | 48                |
|                                 | Male              | 18               | 52                |
| Age bracket                     | 20 to 30 yrs      | 3                | 8                 |
|                                 | 30 to 40 yrs      | 18               | 51                |
|                                 | 40 to 50 yrs      | 10               | 28                |
|                                 | 50 to 60 yrs      | 4                | 13                |
| Highest education level         | Certificate       | 0                | 0                 |
|                                 | Diploma           | 2                | 6                 |
|                                 | Degree            | 28               | 83                |
|                                 | Masters           | 4                | 11                |
| Working experience              | Less than 5 years | 3                | 8                 |
|                                 | 6-10 years        | 15               | 43                |
|                                 | 11-15 years       | 9                | 26                |
|                                 | Over 15 years     | 8                | 23                |
| Duration in the current station | Less than 2 years | 7                | 20                |
|                                 | 2-4 years         | 5                | 14                |
|                                 | Over 4 years      | 23               | 66                |

From table 4.3, it was revealed that this study involved 18 (52%) of male teachers. Majority 18 (51%) of the teachers respondents had a teaching experience of between 30-40 years. The distribution of teachers' level of education indicated that the leading with Bachelor's degree in Education were 28 (83%). Majority 15 (43%) had an experience of 6-10 years while 9 (26%) had an experience of between 11-15 years. This means that the teachers are capable to understand the home based factors influencing students' dropout rate in public mixed day secondary schools in Buret Sub-County Kericho County.

#### 4.3.2 Demographic Characteristics of Students

The demographic characteristics of students' respondents were studied. The findings are shown in Table 4.4.

**Table 4.4: Demographic characteristics of students' respondents**

| Demographic factors | Variable       | Frequency | Percentage |
|---------------------|----------------|-----------|------------|
| Gender              | Female         | 65        | 48         |
|                     | Male           | 70        | 52         |
| Age bracket         | Below 17 years | 105       | 78         |
|                     | 17 to 18 years | 25        | 18         |
|                     | Above 18 years | 5         | 4          |

Table 4.4 indicates that majority 70 (52%) of the students' respondents were male. Majority 105 (78%) of the students' who responded lied in the age group of between 0-17 years. This indicated that they had vast experience that enabled them understand the home based factors influencing students' dropout rate in public mixed day secondary schools in Buret Sub-County Kericho County.

#### 4.4 Influence of Family Income on Dropout Rate of Student

The first objective of the study was to investigate the influence of family income on dropout rate of students. The research examined the principals' response on the influence of family income on students' dropout rates. He probed teachers' response on the family income influence on students' dropout rates and students rating of their family income.

**Table 4.5: Principals response on the influence of family income on students' dropout rates**

| Statement  | Strongly agree | Agree    | Not sure | Disagree | Strongly disagree |
|--|----------------|----------|----------|----------|-------------------|
| Students from low income families drop out of school more frequently than those from middle and higher income families.    | 7<br>70%       | 2<br>20% | 1<br>10% | 0<br>0%  | 0<br>0%           |
| Students drop out of school due poor payment of school fees.   | 6<br>60%       | 2<br>20% | 2<br>20% | 0<br>0%  | 0<br>0%           |
| Low income families do not encourage students to continue schooling.   | 1<br>10%       | 2<br>20% | 0<br>0%  | 3<br>30% | 4<br>40%          |
| Students from low income families seem less motivated to learn due to lack of fees than those from higher income families. | 8<br>80%       | 1<br>10% | 1<br>10% | 0<br>0%  | 0<br>0%           |
| Student home background influence students' retention in school.   | 10<br>100%     | 0<br>0%  | 0<br>0%  | 0<br>0%  | 0<br>0%           |
| High income parents mobilize resources to support their children during tough time.  | 7<br>70%       | 2<br>20% | 1<br>10% | 0<br>0%  | 0<br>0%           |
| High income parents motivate their children to attend school.  | 7<br>70%       | 2<br>20% | 0<br>0%  | 1<br>10% | 0<br>0%           |

From Table 4.5, a large number of principals' respondents strongly agreed that students from low income families drop out of school more frequently than those from middle and higher income families. Majority strongly agreed that students drop out of school due poor payment of school fees while a few strongly disagreed that low income families do not encourage students to continue schooling. A large number strongly agreed that students from low income families seem less motivated to learn due to lack of fees than those from higher income families while all strongly agreed that student home background influence students' retention in school. A large number strongly agreed high income parents mobilize resources to support their children during tough time while a large number strongly agreed that high income parents motivate their children to attend school. The findings are reflected in a study by Gennetian et. al., (2008); Williams and Boushey (2010) who found out that low income parents work for long hours and leave their responsibilities of taking care of younger children to their relatives including their older children who are still schooling. Most low wage parents don't have standard work hours workers are required to work at night or weekend with little employee benefits, there worker have little control of their time at work. (Henly, Shaefer & Wax man 2006) these jobs are not likely to provide the worker with benefits such as paid time off for illness, retirement plans and flexible work schedules this work attitude deny parents to work around their children's schedules.

**Table 4.6: Teachers response on the influence of family income on students' dropout rates**

| <b>Statement</b>   | <b>Strongly agree</b> | <b>Agree</b> | <b>Not sure</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|--|-----------------------|--------------|-----------------|-----------------|--------------------------|
| Students from low income families drop out of school more frequently than those from middle and higher income families.    | 22<br>62%             | 6<br>18%     | 5<br>14%        | 2<br>6%         | 0<br>0%                  |
| Students drop out of school due poor payment of school fees.   | 25<br>70%             | 7<br>20%     | 3<br>10%        | 0<br>0%         | 0<br>0%                  |
| Low income families do not encourage students to continue schooling.   | 1<br>4%               | 3<br>10%     | 0<br>0%         | 4<br>12%        | 27<br>74%                |
| Students from low income families seem less motivated to learn due to lack of fees than those from higher income families. | 19<br>54%             | 5<br>14%     | 7<br>20%        | 4<br>12%        | 0<br>0%                  |
| Student home background influence students retention in school.  | 27<br>74%             | 3<br>10%     | 0<br>0%         | 2<br>6%         | 3<br>10%                 |
| High income parents mobilize resources to support their children during tough time.  | 28<br>80%             | 7<br>20%     | 0<br>0%         | 0<br>0%         | 0<br>0%                  |
| High income parents motivate their children to attend school.  | 24<br>72%             | 4<br>10%     | 3<br>8%         | 2<br>5%         | 2<br>5%                  |



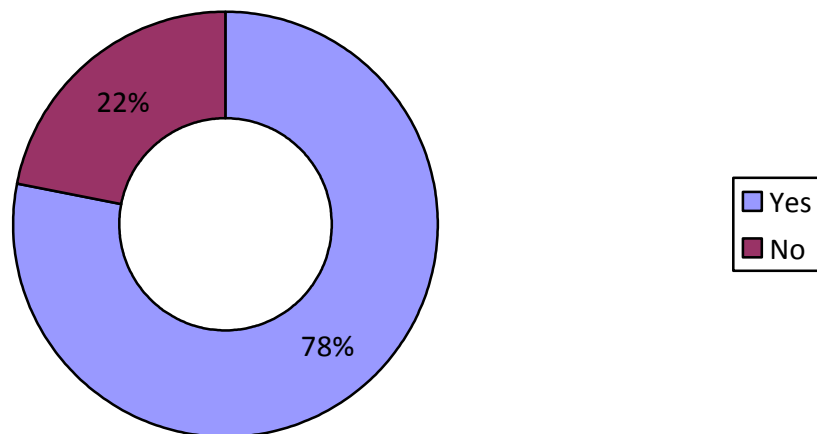
Table 4.6 indicated that a large number of the teachers' strongly agreed that students from low income families drop out of school more frequently than those from middle and higher income families while a large number strongly agreed that students drop out of school due poor payment of school fees. Majority strongly disagreed that low income families do not encourage students to continue schooling while a majority agreed that students from low income families seem less motivated to learn due to lack of fees than those from higher income families. A large number agreed that student home background influence students retention in school while majority strongly agreed high income parents mobilize resources to support their children during tough time. A large number strongly agreed that high income parents motivate their children to attend school.

Studies have shown that low income workers have difficult in meeting the financial obligation including meeting costs that would teach their children lives (Osterman & Shulman 2011). Financial resources are more important than just meeting the basic needs they are also required for by parents to purchase extra materials needed for school e.g. books and other school activities (Carson & Magnuson, 2011). Low family income level is associated low school achievement and attainment, higher rates of misbehavior among boys and greater level of non-marital births compared to other children (Magnuson & Votruba Drzal, 2009).

**Table 4.7: Students response on the rate of their family income**

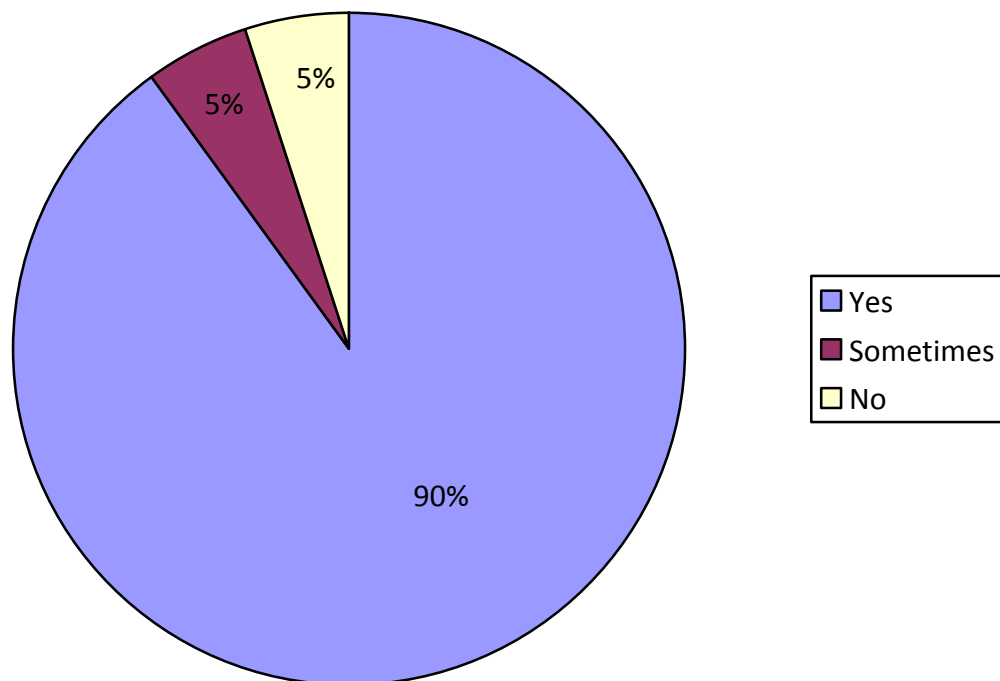
| <b>Response</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------|------------------|-------------------|
| Very good       | 27               | 20                |
| Good            | 24               | 18                |
| Poor            | 84               | 62                |
| <b>Total</b>    | <b>135</b>       | <b>100</b>        |

From Table 4.7, a large number 84, (62%) of the students' respondents rated their family income to be poor. Low income jobs are likely to be part time, temporary, have variable work hours on week to week basis, this implies parents have no control on family budget and time to be with their children and encourage them on their studies. Time use studies found that parents who work nonstandard shift provide less assistance to their children with homework. Their jobs also make involvement in students school work unattainable (Connely & Kimmel, 2010).



**Figure 4.1: Students from lower income families' drop out of school**

Figure 4.1 reveals that a large number (78%) of the respondents agreed that students from lower income families' drop out of school. This finding agrees with Son (2012), who found out that 52 percent of parents in Mombasa region are unable to meet the cost of education due to their low income hence they withdraw their children from school before they complete the four year cycle in secondary school. Students from such families keep being sent away from school to collect school fees which affects their performance in class and in turn discourages the students hence they withdraw.



**Figure 4.2: Family income influence students' dropout in your school**

The findings in figure 4.2 reveals that a large number (90%) of the respondents agreed that family income influence students' dropout in their school while (5%) disagreed. A study in Ethiopia and Guinea by Rose and Al Samrrai (2001) about constraints affecting the participation of boys and girls found out that parents had difficulties paying fees,

especially prior to harvest, the ability to buy exercise books, pens and school uniform influence whether child enrolls or were withdrawn from school some described their children dropping out of school after enrollment because they could not meet direct costs of schooling. Parents in Guinea had difficulty meeting additional cost e.g. registration payments, textbooks and uniform which were all indirect cost. Family income is an important factor in access to education because it can influence the demand for children education. Poor families may not afford to meet direct and indirect cost of schooling and may not access credit to cover schooling cost. Higher income families are likely able to meet the cost of their children education through present family income or savings. This therefore implies that wealthier families are expected to enroll and stay for longer duration in school (Glick & Sahn 2000).

#### **4.5 Influence of Parent's Level of Education on Students' Dropout Rate**

This second objective examined the influence of parents' level of education on students' dropout. This was done by investigating the principals' response on the influence of parents' level of education on students' dropout rates. The researcher also determined the teachers' response on the influence of parents' level of education on students' dropout. The study found out the highest level of education of pupils' parents and if the parents level of education influenced students' level of education. The study probed if the high parents' education significantly reduce the chances of school dropouts.

**Table 4.8: Principals response on the influence of parents’ level of education on students’ dropout rates**

| <b>Statements</b>   | <b>Strongly agree</b> | <b>Agree</b> | <b>Not sure</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|---|-----------------------|--------------|-----------------|-----------------|--------------------------|
| Uneducated parents do not attach lot of value to schooling                      | 6<br>60%              | 3<br>30%     | 1<br>10%        | 0<br>0%         | 0<br>0%                  |
| Students from uneducated parents do not complete secondary school               | 3<br>30%              | 2<br>20%     | 1<br>10%        | 5<br>50%        | 0<br>0%                  |
| Uneducated parents do not encourage with do their school assignments            | 4<br>40%              | 2<br>20%     | 0<br>0%         | 3<br>30%        | 1<br>10%                 |
| Uneducated parents do not commit resources to support their children’s learning | 0<br>0%               | 0<br>0%      | 0<br>0%         | 2<br>20%        | 8<br>80%                 |
| Uneducated parents are not represented in secondary school                      | 0<br>0%               | 0<br>0%      | 0<br>0%         | 3<br>30%        | 7<br>70%                 |
| Educated parents are interested in their academic progress                      | 3<br>30%              | 6<br>60%     | 1<br>10%        | 0<br>0%         | 0<br>0%                  |
| Educated parents are likely to hire private tuition                             | 7<br>70%              | 2<br>20%     | 0<br>0%         | 1<br>10%        | 0<br>0%                  |

From the findings in Table 4.8, a large number strongly agreed that uneducated parents do not attach lot of value to schooling while some disagreed that students from uneducated parents do not complete secondary school. Majority strongly agreed

uneducated parents do not encourage with do their school assignments. A large number strongly disagreed uneducated parents do not commit resources to support their children's learning while strongly disagreed uneducated parents are not represented in secondary school. Majority agreed that educated parents are interested in their academic progress while a large number strongly agreed that educated parents are likely to hire private tuition. Several studies indicate that the parents level of education influence enrollment, participation and completion of school by their children. Parents with low level schooling are less likely to educate their own children. Poorly educated parents do not attached a lot of value to education and do not provide necessary support to learning for example helping with homework and encouraging children to put effort in studies (Brown & park 2001). Low education of the mother in home may reduce their bargaining power and compromise education decision which may affect the family e.g. enrollment of children in school (Knight & Song 2000).

The researcher then found it important to probe teachers' response on the influence of parents' level of education on students' dropout. The findings of the study are presented in Table 4.9.

**Table 4.9: Teachers response on the influence of parents' level of education on students' dropout**

| <b>Statements</b>  | <b>Strongly agree</b> | <b>Agree</b> | <b>Not sure</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|--|-----------------------|--------------|-----------------|-----------------|--------------------------|
| Poorly educated parents do not attach lot of value to schooling                    | 21<br>62%             | 7<br>20%     | 3<br>8%         | 4<br>10%        | 0<br>0%                  |
| Students from less educated parents do not complete secondary school               | 21<br>60%             | 10<br>30%    | 1<br>3%         | 3<br>7%         | 0<br>0%                  |
| Less educated parents do not encourage with do their school assignments            | 18<br>52%             | 8<br>22%     | 5<br>14%        | 4<br>12%        | 0<br>0%                  |
| Less educated parents do not commit resources to support their children's learning | 18<br>54%             | 10<br>30%    | 2<br>4%         | 3<br>7%         | 2<br>4%                  |
| Uneducated parents are not represented in secondary school                         | 22<br>62%             | 11<br>32%    | 2<br>6%         | 0<br>0%         | 0<br>0%                  |
| Educated parents are interested in their academic progress                         | 18<br>54%             | 10<br>30%    | 2<br>4%         | 3<br>7%         | 2<br>4%                  |
| Educated parents are likely to hire private tuition                                | 22<br>62%             | 8<br>22%     | 1<br>4%         | 2<br>5%         | 2<br>5%                  |

Table 4.9 indicated that majority strongly agreed that poorly educated parents do not attach lot of value to schooling while a large number strongly agreed that students from less educated parents do not complete secondary school. A large number strongly agreed that less educated parents do not encourage with do their school assignments while

majority agreed that less educated parents do not commit resources to support their children’s learning. Majority strongly agreed that uneducated parents are not represented in secondary school while a large number agreed that educated parents are interested in their academic progress. A large number agreed that educated parents are likely to hire private tuition. A study by Holmes (2003) on the impact of parents education of their children shows that the children of more educated parents are more likely to enroll and continue to progress through school .The gender impact of parents the level of education of the father increase the level of retention of boys in school and that of the mother improves the educational attainment of the girls. Girls whose mother has not attained any level of education are more likely to drop out of school of school than boys.

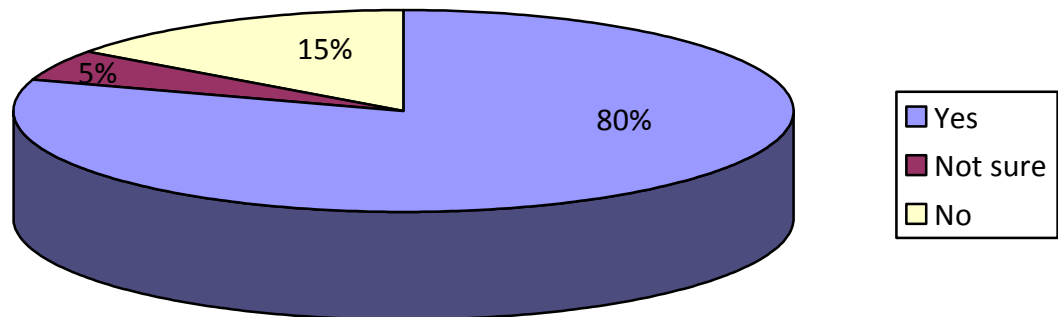
**Table 4.10: Highest level of education of pupils’ parents**

| Level of education  | Mother     |            | Father     |            |
|---------------------|------------|------------|------------|------------|
|                     | Frequency  | Percentage | Frequency  | Percentage |
| Uneducated          | 31         | 23         | 14         | 10         |
| Secondary           | 19         | 14         | 16         | 12         |
| College             | 65         | 48         | 75         | 56         |
| University/ College | 20         | 15         | 30         | 22         |
| <b>Total</b>        | <b>135</b> | <b>100</b> | <b>135</b> | <b>100</b> |

From Table 4.10, a large number 65 (48%) of the pupil’s respondents indicated that their mothers had secondary level of education while majority 75 (56%) indicated that their fathers had university/college level of education. Njeru and Orodho (2003) found out that with regards to the impact of parents education on schooling of children show that the

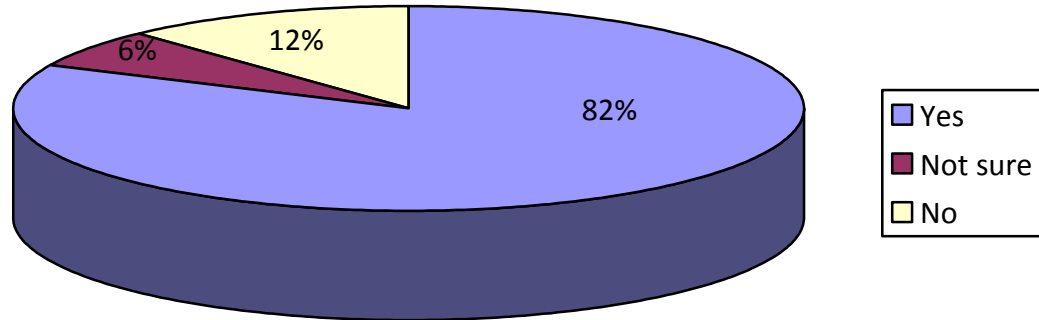


children of more educated parents are more likely to be enrolled and retained in schools as opposed to those whose parents with less or no education at all. He further said that this was because the parents were in a position to afford the school levies hence maintaining the learners in school.



**Figure 4.3: Parents level of education influence students' level of education**

From Figure 4.3 findings, a large number (80%) agreed that parent's level of education influence students' level of education. A study in Ghana Reddy and Sinha (2010) shows that for parents to make a meaningful difference in enrolment and participation of their children in school, then they must have attain and a schooling level equal to senior high school. Al Samarra and Peasgood (1998) study in Tanzania notes that the father's education has a greater influence on boys' primary schooling and the mothers' education influence girls schooling. When married mother primary education can increase the probability of girls, enrolling primary schooling by 9.7 percent and secondary by 17.6 percent it has no significance effect enrollment of boys. The improvement in father education raised the schooling of both sons and daughters.



**Figure 4.4: High parents' education significantly reduce the chances of school dropouts**

Figure 4.4 indicates that a large number (82%) agreed that high parents' education significantly reduce the chances of school dropouts. Low parents' level of schooling continue to be one of the big barriers to children non enrollment in Ghana and which also under value girls and children with disabilities ability to participate and succeed in school (Iddrisu et al., 2010). Low enrollment of girls and children with disabilities can be attributed to parents' poor attitude and lack of knowledge that these children could be enrolled in special needs schools (Iddrisu et al., 2010). The education of the parents has been found in many studies as to be one of the most important determinants of their children schooling. Educated women have strong preference for educating their daughters and the ability to negotiate to ensure the necessary support and resources are provided for this purpose (Glick & Sahn 2000). Educated parents are more able to assist their children in learning for instance assisting their children with homework and are more likely recognize the benefit of the benefits of schooling. Positive parental schooling impact are also expected from schooling as a consumption good perspective since better educated parents are likely to enjoy educating their children more than the less educated parents

thus parents education will act as driving force in the schooling demand function ( Glick & Sahn, 2000) .women with more schooling are likely to be working and earning some income which is under their control ,therefore if a woman values education of her children then she would allocate the required resources (Glick & Sahn 2000). Parents' education influences student's aspiration and educational support for instance helping the students with the homework. In addition the students whose parents monitor and regulate their activities, provide emotional support and encourage independent decision making are less likely to drop out (Rumberger, 2011).

#### **4.6 Influence of Family Size on Students' Dropout Rate**

The third objective examined the influence of family size on students' dropout rate. This was done by examining the principal's response on the influence of family size on student's dropout rates and the teachers' response on the influence of family size on student's dropout rates. The study examined the number of children in a family influence student dropout and if students from large families have challenges in fees payment. The study probed if the students from large family size do not receive adequate schooling support.

**Table 4.11: Principals response on the influence of family size on student’s dropout rates**

| <b>Statement</b>   | <b>Strongly agree</b> | <b>Agree</b> | <b>Not sure</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|--|-----------------------|--------------|-----------------|-----------------|--------------------------|
| Students from families with many sibling are prone to drop out of secondary school         | 7<br>70%              | 2<br>20%     | 1<br>10%        | 0<br>0%         | 0<br>0%                  |
| Students from polygamous families drop out of secondary school due to lack of school fees  | 2<br>20%              | 2<br>20%     | 1<br>10%        | 6<br>60%        | 0<br>0%                  |
| Students from large families are often absent from school to take care of younger siblings | 6<br>60%              | 1<br>10%     | 0<br>0%         | 3<br>30%        | 0<br>0%                  |
| Students living in families without parents are likely to drop out of school.              | 8<br>80%              | 1<br>10%     | 1<br>10%        | 0<br>0%         | 0<br>0%                  |
| Students from single parent families are more likely to drop out of secondary school.      | 7<br>70%              | 2<br>20%     | 0<br>0%         | 1<br>10%        | 0<br>0%                  |
| Students from large families lack parents care and moral support to deal with school life  | 7<br>70%              | 2<br>20%     | 1<br>10%        | 0<br>0%         | 0<br>0%                  |

Table 4.11 indicated that majority of the principals respondents strongly agreed that students from families with many sibling are prone to drop out of secondary school while

majority disagreed that students from polygamous families drop out of secondary school due to lack of school fees. A large number strongly agreed that students from large families are often absent from school to take care of younger siblings. Majority strongly agreed that students living in families without parents are likely to drop out of school while majority strongly agreed that students from single parent families are more likely to drop out of secondary school. A large number strongly agreed that students from large families lack parents care and moral support to deal with school life. In Ghana a study by Hunt (2008) indicates that the presence of children less than 6 years old in the family tend to increase the probability of older siblings working and not schooling. The presence of female adults within the family increases the probability of girls schooling and not working. On fertility and schooling in Ghana studies showed that each additional younger sibling significantly increased probability that an elder girl would drop out of school.

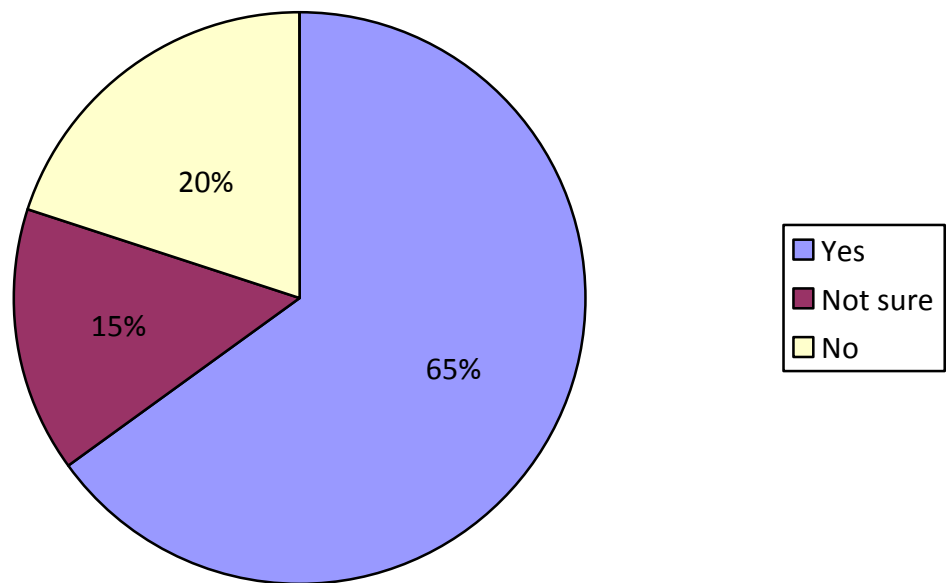
The researcher then found it important to probe teachers' response on the influence of family size on student's dropout rates. The findings of the study are presented in Table 4.12.

**Table 4.12: Teachers response on the influence of family size on student’s dropout rates**

| <b>Statement</b>   | <b>Strongly agree</b> | <b>Agree</b> | <b>Not sure</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|--|-----------------------|--------------|-----------------|-----------------|--------------------------|
| Students from families with many sibling are prone to drop out of secondary school         | 23<br>68%             | 5<br>14%     | 3<br>8%         | 4<br>10%        | 0<br>0%                  |
| Students from polygamous families drop out of secondary school due to lack of school fees  | 23<br>66%             | 8<br>23%     | 1<br>3%         | 3<br>7%         | 0<br>0%                  |
| Students from large families are often absent from school to take care of younger siblings | 17<br>48%             | 9<br>26%     | 5<br>14%        | 4<br>12%        | 0<br>0%                  |
| Students living in families without parents are likely to drop out of school.              | 18<br>51%             | 10<br>28%    | 2<br>4%         | 3<br>7%         | 2<br>4%                  |
| Students from single parent families are more likely to drop out of secondary school.      | 22<br>62%             | 11<br>32%    | 2<br>6%         | 0<br>0%         | 0<br>0%                  |
| Students from large families lack parents care and moral support to deal with school life  | 18<br>54%             | 10<br>30%    | 2<br>4%         | 3<br>7%         | 2<br>4%                  |

From Table 4.12, a large number agreed that students from families with many sibling are prone to drop out of secondary school while majority agreed that students from polygamous families drop out of secondary school due to lack of school fees. Majority agreed that students from large families are often absent from school to take care of

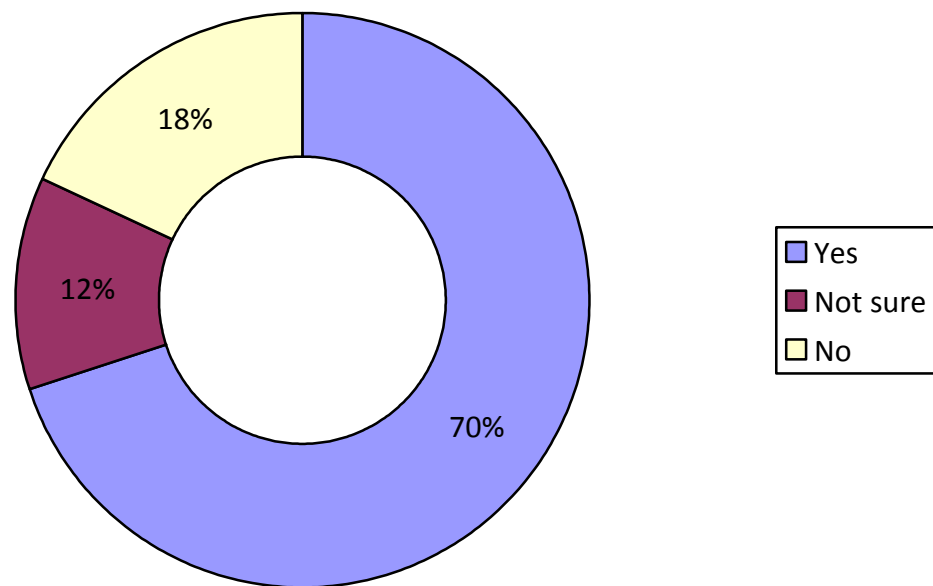
younger siblings. A large number strongly agreed that students living in families without parents are likely to drop out of school while a large number strongly agreed that students from single parent families are more likely to drop out of secondary school. A large number strongly agreed that students from large families lack parents care and moral support to deal with school life. This study agrees with Boyle (2004) found out that the number of members in a family is an important factor in access to schooling because it influence on how responsibilities and resources are shared out. An increase in the number of young children may raise the demand for labour of in child care in home. However an additional older sibling or adult women may reduce opportunity cost of girls' time by providing substitutes for domestic chores. This therefore raises the likelihood of enrollment and the average level of schooling among girls in the family



**Figure 4.5: The number of children in a family influence student dropout**

From Figure 4.5, majority (65%) of the respondents agreed that the number of children in a family influences students drop out. In a study by Lachaud, Legrand, Adjiwanou and

Kobiane (2014) in Ouagadougou Bukina Faso suggest that each additional child represent a drain on available family resources. This implies the arrival new child changes resource distribution and else being equal, reduces the share allocated to each child. Thus reducing the number of children in the family will enable the family provide more resources for each child.



**Figure 4.6: Students from large families have challenges in fees payment**

A large number (70%) agreed that Students from large families have challenges in fees payment. This finding was also reflected in Juma (2003) study showed that up to about 82% of children who eventually drop out of school at all levels come from large families, suggesting that parents with large families are usually faced with financial problems as they are unable to meet all their needs a result they find it difficult to keep their children in secondary schools.



**Table 4.13: Students from large family size do not receive adequate schooling support**

| <b>Response</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------|------------------|-------------------|
| Agree           | 16               | 12                |
| Undecided       | 21               | 16                |
| Disagree        | 98               | 72                |
| <b>Total</b>    | <b>135</b>       | <b>100</b>        |

Table 4.13 indicated that a large number 98 (72%) disagreed that Students from large families have challenges in fees payment. This findings is shown in Allendorf (2012) study found that reduced family size results in lower household economic dependency ratio and so relieves some of the resource that may force families to choose between their children in terms of educational investment. There would be no need to choose between boys and girls or between the eldest and other children. In addition smaller family size may accompany a redefinition of family roles away from those traditionally established of family expectation and economic perspectives linked to schooling of girls compared to boys and of first born and younger children.

#### **4.7 Influence of Child Labour on Student Dropout Rate**

The fourth objective probed the influence of child labour on students' dropout rate. This was done by examining the principals' response on the influence of child labour on students' dropout rates. The researcher examined the teachers response on the influence of child labour on student's dropout rates and if there are students who work for some payment when out of school. The study probed the extent to which child labour influence student dropout and if students involved in some form of labour are likely to dropout.

**Table 4.14: Principals response on the influence of child labour on students' dropout rates**

| <b>Statement</b>  | <b>Strongly agree</b> | <b>Agree</b> | <b>Not sure</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|---|-----------------------|--------------|-----------------|-----------------|--------------------------|
| Students who engage in manual work at home are frequently absent in school and will eventually drop out of school | 7                     | 2            | 0               | 0               | 1                        |
|   | 70%                   | 20%          | 0%              | 0%              | 10%                      |
| Students who engage in manual work are fatigue and lack concentration in school.                                  | 9                     | 0            | 1               | 0               | 0                        |
|   | 90%                   | 0%           | 10%             | 0%              | 0%                       |
| Forced labour makes the students to drop out of school  | 10                    | 0            | 0               | 0               | 0                        |
|   | 100%                  | 0%           | 0%              | 0%              | 0%                       |
| Students who are involved with child labour experience learning difficulties                                      | 8                     | 2            | 0               | 0               | 0                        |
|   | 80%                   | 20%          | 0%              | 0%              | 0%                       |

A large number 7 (70%) agreed that students who engage in manual work at home are frequently absent in school and will eventually drop out of school while a few agreed students who engage in manual work are fatigue and lack concentration in school. All agreed that forced labour makes the students to drop out of school while majority agreed that students who are involved with child labour experience learning difficulties. A study by Shahidul (2013) examine data in Bangladesh and found that if a mother participates in the household's decision-making process, the dropout rate of girls is decreased. Though female headship eventually gives advantage to girls, studies sometimes show

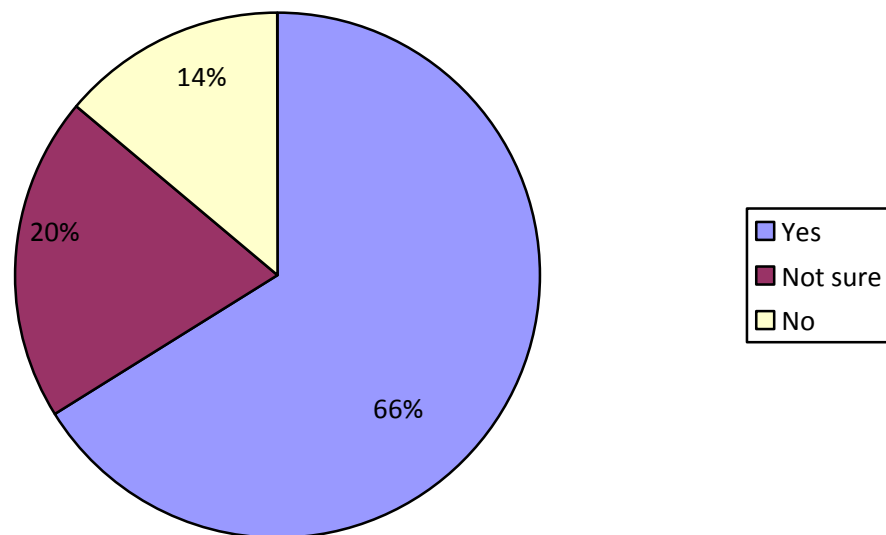
controversial results. This is because, many studies found that single-female headed households face greater financial and time constraints than two-parent households in general which may impact differently on children's academic achievement (Guo & Harris, 2000; Pong et al., 2003). In fact, children in households headed by married women have higher educational attainment while children of widows are more likely to work.

**Table 4.15: Teachers response on the influence of child labour on student’s dropout rates**

| <b>Statement</b>   | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Not sure</b> | <b>Agree</b> | <b>Strongly agree</b> |
|--|--------------------------|-----------------|-----------------|--------------|-----------------------|
| Students who engage in manual work at home are frequently absent in school and will eventually drop out of school. | 2<br>5%                  | 0<br>0%         | 5<br>15%        | 17<br>48%    | 11<br>32%             |
| Students who engage in manual work are fatigue and lack concentration in school.                                   | 0<br>0%                  | 0<br>0%         | 0<br>0%         | 27<br>77%    | 8<br>23%              |
| Forced labour makes the students to drop out of school.  | 5<br>15%                 | 0<br>0%         | 0<br>0%         | 27<br>77%    | 3<br>8%               |
| Students who are involved with child labour experience learning difficulties.                                      | 5<br>15%                 | 5<br>15%        | 3<br>8%         | 5<br>15%     | 17<br>46%             |

Majority 17 (48%) agreed that students who engage in manual work at home are frequently absent in school and will eventually drop out of school while a large number

agreed that students who engage in manual work are fatigue and lack concentration in school. A large number agreed that forced labour makes the students to drop out of school while others strongly agreed that students who are involved with child labour experience learning difficulties. Childhood is a very important stage in human life , it is that phase of life where children are not really aware of any form of worldly responsibilities they are free from all tensions and they can learn a lot of new things .many children who are supposed to be in school are forced to work in inhuman conditions. The children bear the burden of performing tough task of primary earning member of a family to satisfy the needs and wants of their family. The problem of child labour is huge and faced by many countries by many countries in the world (Rathod & Koli 2015). The working conditions of child labour is exploitative as reflected in the long hours of working for low wages , casual nature of work absence of holidays ,absence of social security (Rathod & Koli 2015).



**Figure 4.7: There are students who work for some payment when out of school**

From Figure 4.7, majority (66%) of the principals' respondents agreed that there are students who work for some payment when out of school. The PROBE Team (1999) in India sees agricultural activities as clashing with school times and because such activities take place in rural areas and are seasonal, they lead to seasonal withdrawals from school. Children who combine child labour with schooling often suffer and cannot attend regularly. Working children therefore attend school intermittently and irregular attendance predisposes pupils to dropping out (Hunt, 2008). Rural children's work is influential in drop out Ghana (Hashim, 2005).

**Table 4.16: Extent to which child labour influence student dropout**

| <b>Response</b>     | <b>Frequency</b> | <b>Percentage</b> |
|---------------------|------------------|-------------------|
| To a greater extent | 98               | 72                |
| To some extent      | 12               | 9                 |
| Not at all          | 5                | 4                 |
| Not sure            | 20               | 15                |
| <b>Total</b>        | <b>135</b>       | <b>100</b>        |

Table 4.16 reveals that majority 98 (72%) of the respondents rated the extent to which child labour influence student dropout to a great extent. In India a study by Rathod and Koli (2015) found that 82 percent of child labourers are attending their school irregularly, 13 percent of respondents had never attended school and 5 percent had regularly attended school. the study also found out that a large percentage of children engage various forms of child labour had drop out of school and it was observed that 49percent of these children are interested in continuing with their education. The main reasons the study

found to be contributing to children dropout include poor economic conditions 36percent poor performance 30percent less interest by parent 6 percent.

**Table 4.17: Students involved in some form of labour are likely to dropout**

| <b>Response</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------|------------------|-------------------|
| Agree           | 102              | 76                |
| Undecided       | 12               | 9                 |
| Disagree        | 21               | 15                |
| <b>Total</b>    | <b>135</b>       | <b>100</b>        |

From the findings in Table 4.17, majority 102 (76%) of the respondents agreed that students involved in some form of labour are likely to dropout. A survey carried out by Kenyan and Japanese researchers in Kisii Central District, (Omenge and Nasongo; 2010), revealed that pupils’ engagement in domestic tasks made them to sleep late and wake up early. In addition to this, learners lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives the summary and conclusions based on the results. The recommendations from the findings and areas for further research are also presented.

#### 5.2 Summary of the Findings

The study investigated the influence of home based factors on students' dropout rate in public mixed day secondary schools in Buret Sub-County Kericho County, Kenya. The specific objectives were to examine the influence of family income, parent's level of education, family size and child labour on student dropout rate in public mixed day secondary schools. The study employed descriptive survey design. This study used simple random sampling to select 10 schools, a sample size 10 head teachers, 40 teachers and 142 students. Questionnaire for principals, teachers and students was used for data collection. Reliability analysis was done through test-retest method. Primary data was collected and analyzed using quantitative and qualitative techniques, quantitative data was analyzed using descriptive statistics and presented in frequency tables and graphs. Data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 23.

The study investigated the influence of family income on dropout rate of student found out that a large number 7 (70%) of principals' respondents strongly agreed that students from low income families drop out of school more frequently than those from middle and higher income families. Majority 6 (60%) strongly agreed that students drop out of school due poor payment of school fees. Majority 8 (80%) strongly agreed that students from

low income families seem less motivated to learn due to lack of fees than those from higher income families while all 10 (100%) strongly agreed that student home background influence students' retention in school. A large number 7 (70%) strongly agreed high income parents mobilize resources to support their children during tough time. Majority 22 (62%) of the teachers' strongly agreed that students from low income families drop out of school more frequently than those from middle and higher income families.

The study on the influence of parent's level of education on students' dropout rate found out that majority 6 (60%) strongly agreed uneducated parents do not attach lot of value to schooling while 5 (50%) disagreed that students from uneducated parents do not complete secondary school. Majority 4 (40%) strongly agreed uneducated parents do not encourage with do their school assignments. Majority 8 (80%) strongly disagreed uneducated parents do not commit resources to support their children's learning while 7 (70%) strongly disagreed uneducated parents are not represented in secondary school.

The study on the influence of family size on students' dropout rate found out that majority 7 (70%) of the principals respondents strongly agreed that students from families with many sibling are prone to drop out of secondary school. Majority 6 (60%) strongly agreed that students from large families are often absent from school to take care of younger siblings. Majority 8 (80%) strongly agreed that students living in families without parents are likely to drop out of school while 7 (70%) strongly agreed that students from single parent families are more likely to drop out of secondary school.



The study investigated the influence of child labour on student dropout rate. It was found out that majority 7 (70%) agreed that students who engage in manual work at home are frequently absent in school and will eventually drop out of school while 9 (9%) agreed students who engage in manual work are fatigue and lack concentration in school. All 10 (100%) agreed that forced labour makes the students to drop out of school while 8 (80%) agreed that students who are involved with child labour experience learning difficulties. Majority 17 (48%) agreed that students who engage in manual work at home are frequently absent in school and will eventually drop out of school while 27 (77%) agreed that students who engage in manual work are fatigue and lack concentration in school.

### **5.3 Conclusions of the Study**

The following conclusions were drawn from the research questions and the findings of the study;

It can be concluded that low family income negatively influences students' dropout from school. This is because the poor parents are unable to provide school necessities for their children. This eventually leads to their drop out of school.

It can be concluded that parents level of education influence on the students' dropout from school. Uneducated parents do not attach lot of value to schooling and students from uneducated parents do not complete secondary school. Uneducated parents do not encourage with do their school assignments. Uneducated parents do not commit resources to support their children's learning and uneducated parents are not represented in secondary school.

It was concluded that family size has an influence on students' dropout from school. Students from families with many siblings are prone to drop out of secondary school and students from polygamous families drop out of secondary school due to lack of school fees. Students from large families are often absent from school to take care of younger siblings. Students living in families without parents are likely to drop out of school while students from single parent families are more likely to drop out of secondary school.

In conclusion, child labour influences students' dropout from school. Students who engage in manual work at home are frequently absent in school and will eventually drop out of school and students who engage in manual work are fatigued and lack concentration in school. Forced labour makes the students drop out of school while students who are involved with child labour experience learning difficulties. Students who engage in manual work at home are frequently absent in school and will eventually drop out of school.

#### **5.4 Recommendations**

The researcher makes the following recommendation;

- i. The principals should attend seminars and workshops that teach them the influence of family income on participation rate. This is because the study depicted majority of the students come from families from low family income that leads to students drop out.
- ii. The Ministry of Education should arrange induction of workshops for both the parents and principals to sensitize them on the benefits of parent's level of education and its positive influence on students' dropout from school.

- iii. The principals in the Sub County should arrange for parents meetings to enlighten them on the influence of family size on students' dropout from school.
- iv. The government should conduct seminars for parents to make them understand the negative influence of child labour on students' retention in schools.

### **5.5 Recommendations for Further Research**

The recommendations for further studies include the following:

- i. Further study should be done on the influence of school based factors on the students drop out rate since this study only focused on the home-based factors.
- ii. Research should be done on the influence of socioeconomic factors on students drop out rate in private schools.

## REFERENCES

- Allendorf, K. (2012). *Going Nuclear? Family Structure and Young Women's Health in India, 1992–2006*. Demography.
- Bougma, M., & LeGrand, T. K. (2013). *Fertility Decline and Investment in Children's Human Capital in urban Burkina Faso: What Causal Relationship?* Demography
- Bridgeland, C., DiIulio, J. J., & Morison, K. B. (2007). *The silent epidemic: perspectives of high school dropouts*. Washington: Enterprises, LLC.
- Bridgeland, J. M., Dilulio, J. J., & Balfanz, R. (2009). *On the Front Lines of Schools: Perspectives of Teachers and Principals on the High School Dropout Problem*.
- Carlson, M. J., & Magnuson, K. A. (2011). Low-income fathers' influence on children. *The ANNALS of the American Academy of Political and Social Science*, May(635), 95-116.
- Casely-Hayford, L., & Ghartey, A. (2007). *The Leap to Literacy and Life Change in Northern Ghana: An impact assessment of School for Life (SFL). Final report*. Accra: UNICEF.
- Colclough, C., Rose, P., & Tembon, M. (2000). Gender Inequalities in Primary Schooling: The Roles of Poverty and Adverse Cultural Practice. *International Journal of Educational Development*, 20: 5–27.
- Connelly, R., & Kimmel, J. (2010). *The time use of mothers in the united states at the beginning of the 21st century*. Kalamazoo Mich.: W. E. Upjohn Institute for Employment Research.
- Connelly, R., & Zheng, Z. (2003). Determinants of School Enrollment and Completion of 10 to 18 Year Olds in China. *Economics of Education Review* 22 (4), 379 –388.
- Gennetian, L. A. (2008). Maternal work hours and adolescents' school outcomes among low-income families in four urban counties. *Demography* 45(1) , 31.
- GOK, G. O. (2005). *Kenya Education Sector Support Programme 2005-2010, Ministry of Education, Science and Technology*. Nairobi: Government Printers.
- GOK, G. O. (2009). *Education facts and Figures; 2002-2008. Ministry of Education. EMIS, Kenya*. Nairobi: Government Printers.

- Holmes, H., & Jessica, Y. (2003). Measuring the Determinants of School Completion in Pakistan: Analysis of Censoring and Selection Bias. *Economics of Education Review* 22.
- Hunt, F. (2008). Dropping out from school: A cross-country review of literature. *Create Pathways to Access No 16. Consortium for Research on Educational Access, Transitions and Equity.*
- Iddrisu, K., Salifu, E. M., Casely-Hayford, L., & Signal, N. (2010). *Disability, Poverty and Education: Voices of Youth in Northern Ghana.* RECOUP Project.
- Juma, N. M. (2003). *A study of the causes and effects of the pupils drop out in schools in Vihiga District.* Nairobi, University of Nairobi, Unpublished Master of Education thesis.
- Kenya, R. O. (2014). *2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014. Economic Survey.* Nairobi: Kenya National Bureau of Statistics.
- Knight, J., & Song, L. (2000). *Differences in educational access in rural China.* Mimeo. UK: Department of Economics, University of Oxford.
- Korboe, D., Dogbe, T., & Marshall, C. (2011). *Participatory Poverty and Vulnerability Assessment (PPVA): Understanding the Regional Dynamics of Poverty with Particular Focus on Northern Ghana.* Accra, Ghana: GOG/DFID/UNICEF/World Bank.
- Lewin, K. M. (2008). *Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa.* Washington DC: World Bank Working Paper No.136. World Bank.
- Liu, C., Zhang, L., Luo, R., Rozelle, S., & Sharbono, B. (2009). Development Challenges, Tuition Barriers, and High School Education in China. *Asia Pacific Journal of Education* 29 (4), 503–520.
- Magnuson, K., & Votruba-Drzal, E. (2009). *Enduring Influences of Childhood Poverty in Maria Cancian and Sheldon Danziger, (Eds.), Changing poverty, changing policies.* New York: Russell Sage Foundation.
- Moore, K. A., Kinghorn, A., & Bandy, T. (2011). *Parental relationship quality and child outcomes across subgroups (Publication No. 2011-13).* Washington, D.C.: Child Trends.
- Neild, R. C., & Balfanz, R. (2006). *Unfulfilled promise: The dimensions and characteristics of Philadelphia's dropout crisis, 2000–2005.*

- Njeru, E., & Orodho, J. A. (2003). *Access and participation in secondary education in Kenya: Emerging Issues and Policy Implications*. IPAR Discussion Paper Series No: 037/ 2003. Nairobi, Kenya: IPAR.
- Orodho, J., & Njeru, E. (2003). *Access and Participation in Secondary School Education in Kenya. Emerging issues and policy implication. IPAR discussion Paper No.037/200*. Nairobi: Institute of Policy Analysis and Research.
- Osterman, P., & Shulman, B. (2011). *Good jobs America: Making work better for everyone*. New York: Russell Sage Foundation.
- Oyaro, K. (2008). *Free Secondary Schooling Policy Faces Testing Times*. Inter-press News Agency.
- Rolleston, C. (2010). *Fosterage and Access to Schooling in Savelugu-Nanton, Ghana. CREATE Research Monograph*.
- Shuger, L. (2012). *Teen Pregnancy and High School Dropout: What Communities are Doing to Address These Issues*. Washington, DC: The National Campaign to Prevent Teen and Unplanned Pregnancy and America's Promise Alliance.
- Son, C. (2012). *How did sex tourism become an important economic source in the Coastal region of Kenya?* Wageningen University.
- UNESCO, U. N. (2008). *2009 EFA Global Monitoring Report. Overcoming inequality: why governance matter*. Paris: UNESCO.
- UNESCO, U. N. (2011). *Comparing education statistics across the world: focus on secondary education . Global education digest 2011*.
- UNESCO, U. N. (2012). *Stumbling Blocks to Universal Primary Education: Repetition rates decline but dropout rates remain high. Global Education Digest 2012, 22.11.2012 issue UNESCO press .*
- UNICEF, & UIS. (2011). *Global Initiative on Out-of-School Children: Conceptual and Methodological Framework (CMF)*. New York.
- Watkins, K., & Alemayehu, W. (2012). *Financing for a fairer, more prosperous Kenya: A review of the public spending challenges and options for selected arid and semi-arid counties*. Washington DC: The Brookings Institution.
- Williams, J. C., & Boushey, H. (2010). *The three faces of work-family conflict: The poor, the professionals, and the missing middle*. Washington DC: Center for American Progress.

## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,

Department of Education Administration and Planning,

P.O. Box 92

KIKUYU.

Dear sir/madam

I am MED student at University of Nairobi, currently conducting a study on “**The influence of home based factors on the students’ dropout rate in public mixed day secondary schools in Buret Sub County, Kericho County**”. Your school has been selected to participate in this study, participating in this survey is voluntary exercise. The activity takes 10 minutes to complete. Additional information is encouraged to make the study more meaningful. All the information provided is purely for academic purpose and will be treated with utmost confidentiality.

I appreciate your time and support for participating in this study

Yours faithfully,

Kennedy Langat

## APPENDIX II: QUESTIONNAIRE FOR THE PRINCIPALS

This questionnaire is developed to find out the influence of home based factors on the students dropout rate in public mixed day secondary schools in Buret Sub County, Kericho County. Please answer the questions asked by putting the appropriate tick (✓) as your response or fill the spaces provided for your response. All your responses will be treated with a high level of confidentiality.

### Section A: Demographic Information

1. What is your gender? Male  Female
  2. What is your age bracket? 20-30 years  30-40 years  40-50 years  50-60 years
  3. What is your highest academic qualification? Certificate  Diploma  Degree  Masters  PhD  Others .....
  4. What is your working experience? Less than 5 years  6-10 years  11-15 years  Over 15 years
- a) How long have been in the current station?  
 Less than 2years  2-4 years  Over 4 years

### Section B The influence of family income on students' dropout rates in public mixed day secondary school

- b) How does family income influence students' dropout rates in public mixed day secondary school?

---



---



---

Please indicate on scale of 1-5 the extent to which you agree or disagree with the given statement, where 5 is strongly agree and 1 is strongly disagree.

**Key 5-strongly agree, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree**

|   | <b>Statement</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|--|----------|----------|----------|----------|----------|
| 1 | Students from low income families drop out of school more frequently than those from middle and higher income families |          |          |          |          |          |
| 2 | Students drop out of school due poor payment of school fees  |          |          |          |          |          |



|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 3 | Low income families do not encourage students to continue schooling   |  |  |  |  |  |
| 4 | Students from low income families seem less motivated to learn due to lack of fees than those from higher income families |  |  |  |  |  |
| 5 | Student home background influence students retention in school  |  |  |  |  |  |
| 6 | High income parents mobilize resources to support their children during tough time  |  |  |  |  |  |
| 7 | High income parents motivate their children to attend school  |  |  |  |  |  |

**Section C: The influence of parents level of education on students dropout rates in public mixed day secondary school**

Please indicate on scale of 1-5 the extent to which you agree or disagree with the given statement, where 5 is strongly agree and 1 is strongly disagree.

**Key 5-strongly agree, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree**

|   | <b>Statements</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|---|----------|----------|----------|----------|----------|
| 1 | Uneducated parents do not attach lot of value to schooling                      |          |          |          |          |          |
| 2 | Students from uneducated parents do not complete secondary school               |          |          |          |          |          |
| 3 | Uneducated parents do not encourage with do their school assignments            |          |          |          |          |          |
| 4 | Uneducated parents do not commit resources to support their children’s learning |          |          |          |          |          |
| 5 | Uneducated parents are not represented in secondary school                      |          |          |          |          |          |
| 6 | Educated parents are interested in their academic progress                      |          |          |          |          |          |
| 7 | Educated parents are likely to hire private tuition                             |          |          |          |          |          |

**Section D: The influence of family size on student’s dropout rates in public mixed day secondary school.**

c) How does family size influence students’ dropout rates in public mixed day secondary school?

---



---



---

Please indicate on scale of 1-5 the extent to which you agree or disagree with the given statement, Where Key **5-strongly agree, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree**

|   | <b>Statement</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|--|----------|----------|----------|----------|----------|
| 1 | Students from families with many sibling are prone to drop out of secondary school         |          |          |          |          |          |
| 2 | Students from polygamous families drop out of secondary school due to lack of school fees  |          |          |          |          |          |
| 3 | Students from large families are often absent from school to take care of younger siblings |          |          |          |          |          |
| 4 | Students living in families without parents are likely to drop out of school.              |          |          |          |          |          |
| 5 | Students from single parent families are more likely to drop out of secondary school.      |          |          |          |          |          |
| 6 | Students from large families lack parents care and moral support to deal with school life  |          |          |          |          |          |

**Section E: The influence of child labour on students’ dropout rates in public mixed day secondary school.**

d) How does child labour influence students’ dropout rates in public mixed day secondary school?

---



---



---

Please indicate on scale of 1-5 the extent to which you agree or disagree with the given statement, where 5 is strongly agree and 1 is strongly disagree .  
Key **5-Strongly Agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree**

|   | <b>Statement</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|---|----------|----------|----------|----------|----------|
| 1 | Students who engage in manual work at home are frequently absent in school and will eventually drop out of school |          |          |          |          |          |
| 2 | Students who engage in manual work are fatigue and lack concentration in school                                   |          |          |          |          |          |
| 3 | Forced labour makes the students to drop out of school  |          |          |          |          |          |
| 4 | Students who are involved with child labour experience learning difficulties                                      |          |          |          |          |          |

### APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is developed to find out the influence of home based factors on the students dropout rate in public mixed day secondary schools in Buret Sub County, Kericho County. Please answer the questions asked by putting the appropriate tick (✓) as your response or fill the spaces provided for your response. All your responses will be treated with a high level of confidentiality

**Section A: Demographic Information**

1. What is your gender? Male [ ] Female [ ]
2. What is your age bracket? 20-30 years [ ] 30-40 years [ ] 40-50 years [ ] 50-60 years [ ]
3. What is your highest academic qualification? Certificate [ ] Diploma [ ] Degree [ ] Masters [ ] PhD [ ] Others .....
4. What is your working experience?  
Less than 5 years [ ] 6-10 years [ ] 11-15 years [ ] Over 15 years [ ]
5. How long have been in the current station?  
Less than 2years [ ] 2-4 years [ ] Over 4 years [ ]

**Section B: The influence of family income on students’ dropout rates in public mixed day secondary school**

e) How does family income influence students’ dropout rates in public mixed day secondary school?

---



---



---

Please indicate on scale of 1-5 the extent to which you agree or disagree with the given statement, where 5 is strongly agree and 1 is strongly disagree .

**Key 5 - Strongly Agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree**

|   | <b>Statement</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|---|----------|----------|----------|----------|----------|
| 1 | Students from low income families drop out of school more frequently than those from middle and higher income families    |          |          |          |          |          |
| 2 | Students drop out of school due poor payment of school fees   |          |          |          |          |          |
| 3 | Low income families do not encourage students to continue schooling   |          |          |          |          |          |
| 4 | Students from low income families seem less motivated to learn due to lack of fees than those from higher income families |          |          |          |          |          |
| 5 | Student home background influence students retention in school  |          |          |          |          |          |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 6 | High income parents mobilize resources to support their children during tough time |  |  |  |  |  |
| 7 | High income parents motivate their children to attend school                       |  |  |  |  |  |

**Section C: The influence of parents level of education on students dropout rates in public mixed day secondary school**

f) How does parents level of education influence students' dropout rates in public mixed day secondary school?

---



---



---

Please indicate on scale of 1-5 the extent to which you agree or disagree with the given statement, where 5 is strongly agree and 1 is strongly disagree. Key **5 - Strongly Agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree**

|   | Statements   | 5 | 4 | 3 | 2 | 1 |
|---|--|---|---|---|---|---|
| 1 | Poorly educated parents do not attach lot of value to schooling                    |   |   |   |   |   |
| 2 | Students from less educated parents do not complete secondary school               |   |   |   |   |   |
| 3 | Less educated parents do not encourage with do their school assignments            |   |   |   |   |   |
| 4 | Less educated parents do not commit resources to support their children's learning |   |   |   |   |   |
| 5 | Uneducated parents are not represented in secondary school                         |   |   |   |   |   |
| 6 | Educated parents are interested in their academic progress                         |   |   |   |   |   |
| 7 | Educated parents are likely to hire private tuition                                |   |   |   |   |   |
|   |  |   |   |   |   |   |
|   |  |   |   |   |   |   |

**Section D: The influence of family size on student's dropout rates in public mixed day secondary school**

g) How does family size influence students' dropout rates in public mixed day secondary school?

---



---



---

Please indicate on scale of 1-5 the extent to which you agree or disagree with the given statement, where 5 is strongly agree and 1 is strongly disagree.

**Key 5 - Strongly Agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree**

|   | <b>Statement</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|--|----------|----------|----------|----------|----------|
| 1 | Students from families with many sibling are prone to drop out of secondary school         |          |          |          |          |          |
| 2 | Students from polygamous families drop out of secondary school due to lack of school fees  |          |          |          |          |          |
| 3 | Students from large families are often absent from school to take care of younger siblings |          |          |          |          |          |
| 4 | Students living in families without parents are likely to drop out of school.              |          |          |          |          |          |
| 5 | Students from single parent families are more likely to drop out of secondary school.      |          |          |          |          |          |
| 6 | Students from large families lack parents care and moral support to deal with school life  |          |          |          |          |          |

**Section E: The influence of child labour on student’s dropout rates in public mixed day secondary school.**

h) How does child labour influence students’ dropout rates in public mixed day secondary school?

---



---



---

Please indicate on scale of 1-5 the extent to which you agree or disagree with the given statement, where 5 is strongly agree and 1 is strongly disagree .

**Key 5 - Strongly Agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree**

|   | <b>Statement</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|---|----------|----------|----------|----------|----------|
| 1 | Students who engage in manual work at home are frequently absent in school and will eventually drop out of school |          |          |          |          |          |
| 2 | Students who engage in manual work are fatigue and lack concentration in school                                   |          |          |          |          |          |
| 3 | Forced labour makes the students to drop out of school  |          |          |          |          |          |
| 4 | Students who are involved with child labour experience learning difficulties                                      |          |          |          |          |          |

## APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

This questionnaire is developed to find out the influence of home based factors on the students dropout rate in public mixed day secondary schools in Buret Sub County, Kericho County. Please answer the questions asked by putting the appropriate tick (✓) as your response or fill the spaces provided for your response. All your responses will be treated with a high level of confidentiality

### Section A: Demographic Information

1. What is your gender? Male [ ] Female [ ]
2. What is your age bracket?  
Below 17 years [ ] 17-18 years [ ] Above 18 years [ ]

### B The influence of family income on students' dropout rates in public mixed day secondary school

- i) How does family income influence students' dropout rates in public mixed day secondary school?

---

---

---

3. How do you rate your family income?  
Very good [ ] Good [ ] Poor [ ]
4. Do students from lower income families' drop out of school  
Yes [ ] No [ ]
5. Does family income influence students' dropout in your school.  
Yes [ ] sometimes [ ] No [ ]

### Section C: The influence of parents level of education on students dropout rates in public mixed day secondary school

- j) How does parents level of education influence students' dropout rates in public mixed day secondary school?

---

---

---

6. What is the highest level of education of your parents?  
(I) Mother uneducated [ ] Primary [ ] Secondary [ ] University/ College [ ]  
(ii) Father uneducated [ ] Primary [ ] Secondary [ ] University/ College [ ]
7. Does the parents level of education influence students' level of education in your school?  
Yes [ ] Not sure [ ] No [ ]
8. High parents education significantly reduce the chances of school dropouts  
Yes [ ] Not sure [ ] No [ ]

**Section D: The influence of family size on student's dropout rates in public mixed day secondary school**

k) How does family size influence students' dropout rates in public mixed day secondary school?

---

---

---

9. Does the number of children in a family influence student dropout in your school?

Yes [ ] Not sure [ ] No [ ]

10. Do students from large families have challenges in fees payment?

Yes [ ] Not sure [ ] No [ ]

11. Students from large family size do not receive adequate schooling support and are likely to dropout.

Agree [ ] Undecided [ ] Disagree [ ]

**Section E: The influence of child labour on student's dropout rates in public mixed day secondary school**

l) How does child labour influence students' dropout rates in public mixed day secondary school?

---

---

---

12. Are there students in your school who work for some payment when out of school?

Yes [ ] Not sure [ ] No [ ]

13. To what extent does child labour influence student dropout in your school?

To a greater extent [ ] To some extent [ ] Not at all [ ] Not sure [ ]

14. Students who are involve in some form of labour e.g. boda boda business, are likely to dropout.

Agree [ ] Undecided [ ] Disagree [ ]

## APPENDIX V: LETTER FOR DATA COLLECTION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/18107/30966**

Date: **19<sup>th</sup> June 2019**

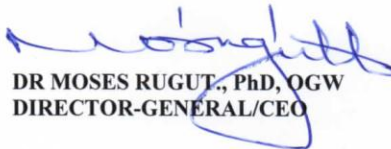
Kennedy Kibet Langat  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on ***“Home based factors influencing students’ drop-out rate in public mixed day secondary schools in buret sub-county Kericho County, Kenya.”*** I am pleased to inform you that you have been authorized to undertake research in **Kericho County** for the period ending **19<sup>th</sup> June, 2020.**

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

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

  
**DR MOSES RUGUT., PhD, OGW**  
**DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kericho County.

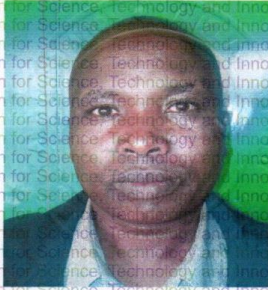
The County Director of Education  
Kericho County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*



## APPENDIX VI: PERMIT FOR DATA COLLECTION

**THIS IS TO CERTIFY THAT:** **Permit No : NACOSTI/P/19/18107/30966**  
**MR. KENNEDY KIBET LANGAT** **Date Of Issue : 19th June, 2019**  
**of UNIVERSITY OF NAIROBI, 20210-212** **Fee Received :Ksh 1000**  
**LITEIN,has been permitted to conduct**  
**research in Kericho County**  
**on the topic: HOME BASED FACTORS**  
**INFLUENCING STUDENTS' DROPOUT**  
**RATE IN PUBLIC MIXED DAY SECONDARY**  
**SCHOOLS IN BURET SUB-COUNTY**  
**KERICHO COUNTY, KENYA**  
**for the period ending:**  
**19th June, 2020**




**Applicant's Signature** **Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013**  
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.


**CONDITIONS**

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

**National Commission for Science, Technology and innovation**  
P.O. Box 30623 - 00100, Nairobi, Kenya  
TEL: 020 400 7000, 0713 788787, 0735 404245  
Email: dg@nacosti.go.ke, registry@nacosti.go.ke  
Website: www.nacosti.go.ke



**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**  
**RESEARCH LICENSE**  
**Serial No.A 25366**  
**CONDITIONS: see back page**