

**HOUSEHOLD FACTORS INFLUENCING STUDENTS' DROPOUT IN PUBLIC
SECONDARY SCHOOLS IN KITUI CENTRAL DISTRICT, KENYA**

Frederick Kioko Mutua

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DECLARATION

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

Frederick Kioko Mutua

E55/71947/2011

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

Dr. Rose Obae

Lecturer

Department of Educational Administration and Planning

University of Nairobi

Mr. Ferdinand Mbeche

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This project is dedicated to my late mother Mrs Bibiana Koki Mutua, my father Mr Simon Mutua, my wife Sarah kioko, my children Perpetual and Mary for their encouragement during my studies.

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May God bless you all.

ABSTRACT

Education is an important life process that plays a vital role in forming the foundation for a student's future better being, as it equips the learner with basic knowledge, skills and attitudes that will enable her/him to cope well in life. In Kitui Central District most students who attend public secondary schools do not complete secondary level of education. Despite Kenya Government's commitment to subsidize students' education, their completion rate at secondary school level is not a hundred percent. The purpose of this study was to determine household factors that influence students' dropout in public secondary schools in Kitui Central District. The study objectives were, to determine the effect of households' income on dropout of students, to examine the extent to which parental level of education affects student's dropout, to establish the effect of household's size on student's dropout and to determine the effect of type of family on students' dropout in public secondary schools in kitui central district. The study adopted a descriptive survey design to collect information. The target population was all the 31 public secondary schools in Kitui Central District. The sample used was 12.6 percent of the target population where Principals, class teachers and form four students were sampled randomly. The study instruments employed were questionnaires for the class teachers' and form four students and interview schedules for Principals. Expert judgment of the research instrument's validity was carried out and test retest to determine the research instrument reliability was also done. The primary data collected were edited, coded and analyzed using basic descriptive statistics, frequencies and percentages. The data results were presented in frequency tables, and percentages. The findings from the study indicated that household factors such as the household income, parental level of education, household size and family type affects dropout of students in secondary schools, other follow-up factors such as child labour, unsupportive parents, lack of role models, involvement in income generating activities, broken families, poverty in the households, divorce, lack of self esteem, lack of guidance and counseling and orphanhood were identified as some of the major factor Influencing dropout. Based on these findings the study recommended that: Poverty alleviation measures should be strengthened in the society to enable all families to get reliable and higher income so as to retain their children in school till completion. The government should enhance and enforce parental laws to ensure children do not fall victim to family instability. The Government should conduct awareness campaigns to ensure parents and students fully understand and appreciate the importance of completion of secondary education. That the government should take off the total burden of school fees from the parents so that students do not drop out of school due to lack of school fees. The Government should conduct effective awareness and sensitization campaigns on importance of family planning to all families to ensure that parents have a number of children that they are able to effectively take care off. Subsidized secondary education is not enough. Students from poor households should be offered total free secondary education if access to education for all is to be actualized. The researcher proposes further research in the following areas: This study needs to be replicated in private schools in the district in order to compare results. Similar study should be undertaken in primary schools in the district in

order to compare results. The study only examined household factors influencing students dropout in Kitui Central District, study needs to be done to examine school based factors influencing students dropout in the district.

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
DEO	District Education Officer
EFA	Education for All
FSE	Free secondary Education
HIV	Human Immunodeficiency Virus
KCSE	Kenya Certificate of Secondary Education
KIPPRA	Kenya Institute for Public Policy Research and Analysis
MDG	Millennium Development Goals
MoEST	Ministry of Education, Science and Technology
NCES	National Center for Education Statistics
OECD	Organization for Economic Co-operation and Development
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
US	United States

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is the driving force behind any strong economy and a prerequisite for social and economic growth since it creates opportunities and provides societies with a skilled workforce that is necessary for stimulating development (Govender & Steven, 2004). The United Nations Convention on the Right of the Child (CRC) to education of 1989 to which Kenya is a signatory provides for education as a basic right to every child and where no child should be discriminated, marginalised or excluded. According to the Education For All (EFA) goals by 2015 launched by World conference on education for all in 1990, education is a major pillar for social, political and economic development of a country hence call for intensified and deliberate efforts in increasing access and retention of students in schools.

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

In America, almost one third of all public high school students and nearly one half of all blacks, Hispanics and Native Americans fail to graduate from public high school (Bridge et al., 2006). In New Dehli, despite a small proportion of children actually reaching secondary education the dropout rates at secondary level are found to be very high with dropout rate standing at 36.04 percent (Chugh, 2011). In Morocco the gross enrollment rate at the secondary level in 2007 was 55.8 percent with the grade repetition and drop-out rates remaining high (World Bank, 2008). According to United Nations Children's Fund (UNICEF) 2001 40 percent and 49 percent of girls under 19 in Central and West Africa respectively dropout of school to marry compared to 27 percent in East Africa and 20 percent in Northern and Southern Africa.

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

Olubadewo and Ogwu, (2005) in Nigeria found out that children spend 87 percent of their time out of school under the influence of family type. The changing nature of the family types such as single families, separated families, divorced

families, orphan families and step families affects student's access to school. Because of this change in family type communication and collaboration have become more difficult and children in this situation lack parental love, care, affection and motivation and are likely to drop- out, (Omebe, 2002).

In a study in India, Ersado (2005) observes that parental level of education is the most consistent determinant of a child education. Higher parental education is associated to increased access to education, higher attendance rates and lower dropout rates [Ainsworth, Beegle and Koda (2005)]. Parents, who have attained a certain level of education, might want their children to achieve at least the same level.

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

Kitui central district has experienced high school enrolment rates in secondary schools; however the dropout rate is also high at 20 percent in these schools despite the government's free tuition education programme in all

public secondary schools (Ministry of Labour, 2008). The trend for dropout in Kitui Central District for the years 2009-2013 is as shown in Table 1.1

Table 1.1 Enrolment and dropout rates in kitui central district in 2009-2013

Year in form one	No. of students enrolled	Year in form four	No.of students registered for k.c.s.e	No. of students who did not complete school in record 4 years	Dropout rate
2006	5443	2009	4721	722	13.26%
2007	2640	2010	2540	200	7.58%
2008	1742	2011	1497	245	14.06%
2009	1897	2012	1617	280	14.76%
2010	1925	2013	1625	300	15.58%

Source: Deo's office (2014)

The Table 1.1 shows that the dropout rate of students in the district was on the rise, that is the dropout rate in the year 2009 was 13.26%, in 2010 was 7.58%, in 2011 was 14.06%, in 2012 was 14.76% and in 2013 the dropout rate was 15.58%. The problem of dropout thus reflects inadequacy of a schooling system in terms of either school quality or quantity. It is against this background that the researcher seeks to investigate the influence of household factors on dropout of students from public secondary schools.

1.2 Statement of the problem

In bid to promote economic growth and human development, the government of Kenya in 2008 implemented the Free Secondary Education (FSE) programme. According to MoEST (2012), the introduction of FSE resulted into a surge in public secondary school enrolment from 882,513 students in 2003 to 1,767,720 students in 2011. However, as much as secondary school enrolment has been a success, the concern now is with regard to the ‘internal efficiency’ of education that is the ability to retain students until they graduate from secondary school. Given the glaring dropout rate of students and ghastly effects of secondary school dropout, there is therefore a dire need to establish whether household factors influence the probability of students dropping out of school despite the government efforts in subsidizing the cost of education.

1.3 Purpose of the study

The purpose of the study was to determine the influence of household factors on students’ dropout in public secondary schools in Kitui Central District.

1.4 Objectives of the study

The study sought to achieve the following objectives:

- a) To determine the effect of household’s income on student's dropout in public secondary schools in Kitui Central District.
- b) To examine extend to which parental level of education affects student's dropout in public secondary schools in Kitui Central District.

- c) To establish the effect of household size on student's dropout in public secondary schools in Kitui Central District.
- d) To determine the effect of type of family on students' dropout in public secondary schools in Kitui Central District?

1.5 Research questions

The study was guided by the following research questions;

- a) How does household's income affect students' dropout in public secondary schools in Kitui Central District?
- b) To what extent does the level of education of parents affect student's dropout in public secondary schools in Kitui Central District?
- c) How does household size affect student's dropout in public secondary schools in Kitui Central District?
- d) To what extent does family type affect students' dropout in public secondary schools in Kitui Central District?

1.6 Significance of the study

The findings of the study may be useful to educational planners in the Ministry of Education to devising measures that would lead to improvement of completion rates and reduction of students dropout so that the Government does not only focus on solving educational costs challenges to students but also focus on household challenges that lead to dropout of students. The findings may help the County Government of Kitui to take measures that would address the effect of household income, family size, family type and level of education of parents on

dropout of students in school. Teachers may also benefit from the study in that the study findings may help them to understand the effect of household income, level of education of parents, family size and family type on students dropout in school, which may assist them to guide and counsel their students timely hence ensuring retention in school up to completion. Parents/guardians might be assisted in knowing their roles in ensuring internal efficiency in secondary schools IS achieved so that students attend school regularly

1.7 Limitations of the study

The main limitations for the study were: How to obtain information from students who after enrolling school were unable to complete their studies which could have given more reliable information. To overcome the limitation the class teachers were used to give their opinions since they had more information on dropouts. It was not possible to cover parents because tracing them required much time and resources. To overcome these, form four students were used to give their views since they had more information on the parents of their colleagues who had dropped from school.

1.8 Delimitations of the study

The study was carried out in Kitui Central District which is in Kitui County, where Principals, class teachers and form four students were involved in the study. Private secondary schools in the district were not involved in the study. The study was only focused on household income, level of education of parents, family size and family type effect on dropout of students in Kitui Central District.

1.9 Basic assumptions of the study

The study made the following assumptions:

- i. That household's income, parental level of education, household size and family type influences the dropout rate among students in public secondary schools in kitui central district.
- ii. That the respondents, who took part in the study, gave truthful and accurate information to the researcher and that they participated willingly and gave responses that are genuine and free from biasness.

1.10 Definitions of significant terms

Dropouts refer to students in secondary schools who withdraw from a school at any level or grade before completing a programme of study.

Dropout rate is the percentage of dropouts in a given year out of the total number of those enrolled in a programme in the same year.

Family type refers to single parent families, two parent families, step parent families and grandparents' families.

Free secondary education refers to secondary financing scheme introduced by the Kenyan government in 2008 where government committed herself in paying tuition fees for students while parents are required to meet boarding and uniforms costs for their children.

Household's income refers to the level or measure of the combined incomes of all people sharing a particular household or place of residence.

Household factors refer to factors emanating from students background or home

Household size refers to the number of people living in the same house as school going children.

Parental level of education refers to the academic achievement of student's parents or guardians.

Internal efficiency refers to the ability of an education system to retain students until they graduate from secondary school without wastage, stagnation, dropout or repetition.

Participation means giving children a say in their *education*, listening to them and involving them as much as possible in school life. It means valuing their opinions and ideas and giving them control of their learning.

Influence refers to the power to change or affect someone or something without directly forcing them to happen.

Retention refers to the ability to remain and participate in school activities up to the end of the cycle without dropping out.

Completion rate refers to the percentage of a cohort of students who satisfactorily finish a certain level of education eg secondary education.

1.11 Organization of the study

The study is organized into five chapters. Chapter one comprises of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, basic assumptions of the study, limitations, delimitation, and definition of significant terms and organization of the study.

Chapter two gives a review of the literature related to the study thematically as

per the study objectives, summary of literature review, the theoretical frame work and conceptual framework of the study.

Chapter three consists of research methodology to be used. It consists of the following areas: The research design, target population, sampling techniques and sample size, research instruments' validity and instrument reliability, data collection procedures and data analysis techniques to be used in the study.

Chapter four focuses on data analysis, presentation and interpretation while chapter five contains the summary of findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on the concept of dropout and the influence of household's income, parental level of education, households' size and family type on dropout of students in public secondary schools. Also, the chapter provides a summary of the reviewed literature and gaps in the review. Finally it looks at the theoretical framework and provides a conceptual framework for the study.

2.2 The concept of drop out in schools

The United States Department of Education measurement, defines dropout rate as the percentage of 16-24 year olds who are not enrolled in school and have not earned a high school credential and defines a dropout as a person who has not graduated from high school and is not currently enrolled in fulltime secondary education [National Center for Education Statistics (NCES), 2011]. For purposes of this project, a dropout is viewed as any student who after being enrolled in public secondary school abandons school completely without sitting for Kenya Certificate of Secondary Education (KCSE).

Failure to complete a basic cycle of secondary school not only limits future opportunities for students but also represents a significant drain on the limited resources that countries have for the provision of secondary education (Sabates, Akyeampong, Westbrook and Hunt, 2010). School dropouts when compared to high school graduates are usually associated with lowered economic gains, lack of

access to higher education, reduced tax revenue, poor health outcomes, increased likelihood of legal trouble (GlobalPost, 2014). Dropping out of school is the outcome of a process that begins before high school and students exhibit identifiable warning signs at least one to three years before they dropout (Allensworth, 2005).

2.3 Household factors affecting dropout of students

Many family factors have been identified as influencing drop out of students in secondary school: There is a clash between the family values and those of the school, their parents are dropouts of school, the students come from families with low socio-economic backgrounds and they need to stay home to take care of younger siblings so that their parents can work, many students are products of divorce, separation or, sometimes, family violence, they are not being raised by parents, but rather by aunts, uncles and grandparents, families are not meeting some student's basic needs of food, clothing and shelter (Franklin scharge, 2013).

2.3.1 Parental level of education's effect on students' dropout

Research indicates that the educational level of household members is particularly influential in determining whether and for how long children access schooling. Ersado (2005) notes that, parental education is the most consistent determinant of student's education. Higher parental (household head) level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth et al, 2005). A number of reasons are put forward for the

link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Pryor & Ampiah, 2003).

Brown and Park's, (2002) research on China indicates that for each additional year of a father's education, the probability of his child dropping out of school falls by 12-14 percent. Al Samarrai and Peasgood's (1998) research in Tanzania suggests that the father's education has a greater influence on boys' secondary schooling; and the mother's on girls'. Al Samarrai and Peasgood, (1998) argues that educated mothers give preference to girls' schooling, implying that mothers have a relatively stronger preference for their daughters' education and that their education affords them either increased household decision-making power or increased economic status. Glick and Sahn's (2000) results taken from research in an urban poor environment in West Africa offer some similar outcome.

Ersado (2005) suggests provision of adult education programmes to counter the educational deficit facing many households would be useful in bolstering sustained access to education for many students. Research indicates that the household members' place on education is an important factor in determining whether students gain access to schooling and for how long, but there is less research on how this may attribute to dropping out.

2.3.2 Effect of household's income on students dropout

Household income is found to be an important factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Croft, 2002).

Cardoso & Verner (2007) notes that poverty is the most common primary and contributory reason for students to be out of school. Dachi and Garrett (2003) asked a series of questions to parents/guardians about the financial circumstances surrounding children's school enrolment in Tanzania, all households responding said the main barrier to sending children to school was financial and their inability to pay fees. Both statistical data and empirical research suggest that students from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. For example, Brown and Park's research in rural China (2002) saw 'poor and credit constrained children' three times more likely than other children to drop out of school. Colclough, Rose, and Tembon (2000), describes the links between wealth and school retention in more detail:

... amongst those out-of-school, the mean wealth index for school drop-outs was generally higher than for those who had never

enrolled ... children at school were, on average, from better-off households than those who had dropped out, who were in turn from richer backgrounds than school-age children who had never enrolled (Colclough et al, 2000).

Poor households tend to have lower demand for schooling than richer households: whatever the benefits of schooling, the costs, for them, are more difficult to meet than is the case for richer households (Colclough et al, 2000). For children from poorer backgrounds in particular, the pressure on them to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases. Work patterns of household members influences whether income is coming in, and the possible expenditures available. Chugh (2004) looking at patterns of access and non access in slums in Bangalore, India indicated that the income of the father was linked to the continuity or discontinuity of the child in school; with the fathers of most drop outs not employed.

If income levels are low, children may be called on to supplement the household's income, either through wage-earning employment themselves or taking on additional tasks to free up other household members for work. This is more apparent as children get older and the opportunity cost of their time increases. How people regard schooling and the importance placed on it at times might shape interactions between schooling, household income and dropping out. For example, Pryor and Ampiah's (2003) research on schooling in a Ghanaian village,

talked about education being regarded as a 'relative luxury', with many villagers considering education not worthwhile. Research indicates link between household income and drop-out of students from school. Fuller and Laing (1999) found that there is an association between a family's financial strength, measured by level of household expenditure and access to credit, and the likelihood a child will remain in school in South Africa.

Kadzamira and Rose (2003) indicate that when the cost of schooling is too high for households in Malawi, it is often children from poorest households who are less likely to attend, this agrees with Glick and Sahn (2000) research in Guinea which indicates that when household income increases, there is greater investment in children's schooling.

2.3.3 Effect of household size on students' dropout

Family size influences children's schooling cycle greatly. In comparison to children with fewer siblings, children with more siblings tend to enroll in school later, repeat grades more often and dropout of school earlier. Consequently, with larger family size, the financial burden is greater; children are less likely to attend school and often dropout (Enyegue, Parfait and Eloundou, 2000). In a study in India, chugh (2011) found that having a large number of siblings, children were associated with a 36 percent increase in the odds of dropping out of school, in comparison to the odds for smaller families.

Theoretically , it is widely accepted that large family size in most developing countries constrain limited resources of households on child investment, health and education. However, empirical results of different studies indicate that a negative impact of large family size is neither universal nor inevitable (Enyegue et al, 2006).

According to Boyle (2004), the number of children within a household is important in many cases and is a ‘significant determinant’ of access to education. But research differs on the impact of household size on access and dropout. Some studies indicate that with large household sizes (and in particular the number of children) the financial burden or potential workload is greater; children are less likely to attend school, and often dropout. However with more children in the household, jobs can be spread between them and siblings more likely to attend school. A child from a larger household might have a higher probability of attending school because work is spread over a large number of household members (Rose & Al-samarrai, 2001).The effect of family size is conditioned by the specific cultural, political and socioeconomic settings (sudha, 1997).

2.3.4 Family type and its effect on dropout of students

The type of family that a student lives in does affect the likelihood of dropping out of school. Family types include two-parents, single-parent, grandparents and stepparent families (Pong & Ju, 2000). Single-parent families can be further broken down into female-headed households as well as male-headed households.

Divorce, separation, and death of a spouse are all variables that define change in family type from a two-parent family to a single parent family, a grandparent family or stepparent family. Pong & Ju (2000) notes that, children from single-parent or female-headed households are more likely to drop out than are children who reside in two-parent families and Children living with stepparents are also more likely to drop out of school than children in a two parent family.

When a couple divorces, the incomes of both parents becomes separate and this will in turn affect the child due to the loss of a parent's income which put the child in a family of poverty (Pong & Ju, 2000).The children who are faced with the most economic deprivation are those living in single mother headed families and they have an increased chance of dropping out of school (Pong & Ju, 2000).

A child's relationship with his or her parents can affect their chances of dropping out of high school. Factors that are associated with a child's relationship that negatively affect their chances of educational attainment are, the physical absence of adults in the household due to divorce, the limited amount of time parents and children spend together due to the rise in two earner families, and the corresponding parental inattention to children's activities such as monitoring school performance or instilling educational values (Lichter et al, 1993). A child needs the attention of a parental figure. The less time that a child spends with his or her parents creates a gap in their relationship that could lead a child's attention towards a person of less nurturing and more deviant characteristics. Children of

parents who are separated or divorced may be lacking the attention that is needed especially regarding their education (Lichter et al, 1993).

Shonkoff and Garner (2012) notes that students whose families have high mobility, homelessness, hunger , food insecurity, parents who are in jail or absent, domestic violence; drug abuse are more likely to dropout in school . The changing nature of the family affects schooling access, (Edet & Ekegre, 2010). Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Russel, 2001). Bereavement amongst family members and in particular parents often makes students more vulnerable to dropout, non-enrolment, late enrolment, or slow progress (Nyamukapa & Gregson, 2005).

Orphan-hood often exacerbates financial constraints for poorer households and increases the demands for child labour and hence dropout and this is more pronounced in the era of HIV/AIDS (Hunter & May, 2003). Case & Ardington (2004), Evan & Miguel (2004), Gertler et al, (2003), Bicego et al (2003) agree that bereavement amongst family members and in particular parents, often makes children more vulnerable to drop out, non-enrolment, late enrolment and slow progress.

2.4 Summary of literature review

Literature has been reviewed on the various household factors influencing dropout of students. Among the factors identified in the literature include household's income, parental level of education, household's sizes and family type. This review was conducted in general for both boys and girls, considering that much of the available literature focuses on issues affecting the education of either the girl child or boy child alone. Studies by Ogeto (2008), Koech (2008), Wamahiu (1994), Obura (1991) among others focused on issues affecting the education of the girl child. Kashu (2006) did a study on access and retention of boys in Kajiando District, Kiarie (2010) did a study on influence of school based factors on participation of the boy child in mirangaine District, Kenya and Wamalwa (2011) did a study on institutional factors affecting levels of discipline of the boys in Dagoretti District, Kenya. A study on household factors influencing dropout of students in public secondary schools in kitui central district has not been done. This study therefore seeks to fill the gap.

2.5 Theoretical framework

The study was guided by the systems theory developed by Bertalanffy in 1968. He defined a system as a set of interrelated elements where each element has an effect on the functioning of the whole and each is affected by at least one other element in the system. A major assumption of the theory is that all systems are purposeful and goal directed. The school system exists to achieve objectives

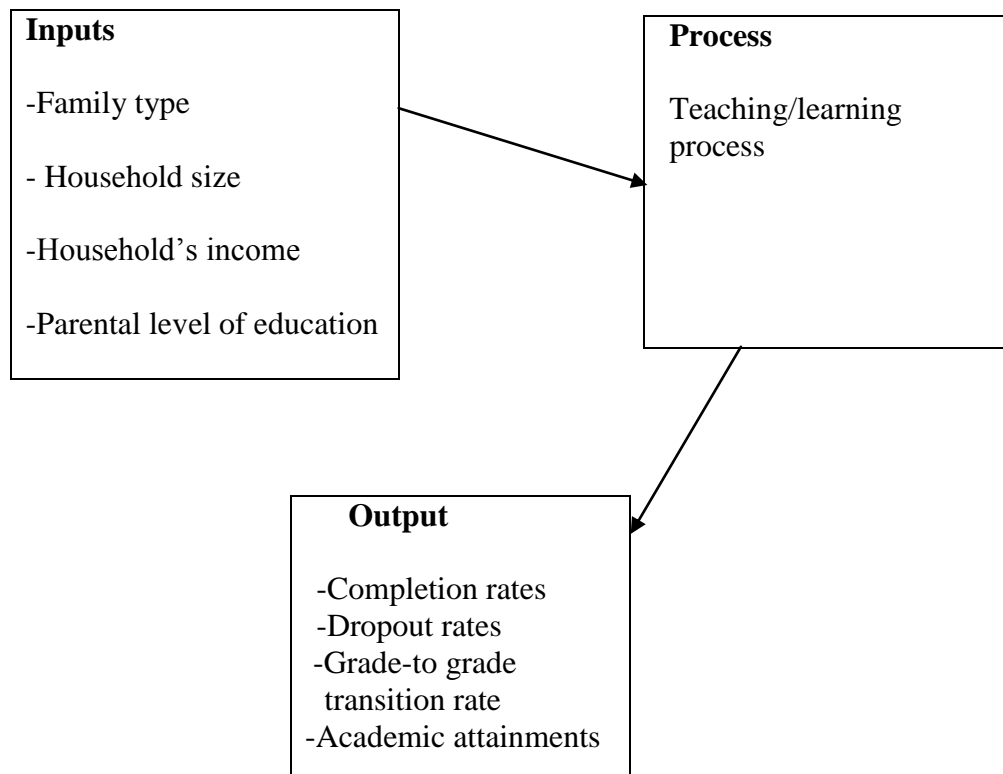
through the collective efforts of individuals in larger community and in the institutional settings. School dropout rates are one such phenomenon that can be explained as a product of dysfunctional elements within the education system.

A dropout rate is an output of the school's educational activities and a function of the household factors that is; the family type, household's size, household' income and parental level of education, which are associated with the school system. These elements do not operate in isolation but are interrelated making school dropout a process. The applicability of the theory in this study is seen in the fact that the school is a system which is often affected by other systems in the environment for example, household background of students (input) determines completion rates (output). Using the theory the study seeks to unearth the household factors that affect dropout of students in public secondary schools in Kitui central District.

2.6 Conceptual frameworks on household factors influencing dropout among students

The conceptual framework of the study is presented on Figure 1.1

Figure 1.1 Conceptual framework on household factors influencing dropout among students



The conceptual framework shows that independent variables such as the household' income, parental level of education, the family size and family type, serve to influence whether the students are retained in school or not. The school system relies on inputs for its production purposes. Such inputs include the characteristics of the students such as age, family background such as parental level of education, household income, family size and family type. There are also

inputs such as a relevant curriculum, the training of teachers, and adequacy of teaching and learning resources. The interaction of these independent variables through teaching/learning process serves to determine if the student stays or drops out of school. The independent variables influence the interactions both at the school and classroom level and the output of this interaction, depending on the strength of the various inputs and processes reduce or encourage drop out of students in school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research design

This study adopted a descriptive survey design. Borg and Gall (1989) state that a descriptive survey research is intended to produce statistical information on aspects of education that interest policymakers and educators. Descriptive survey research was relevant to the study because it sought to collect data from respondents about the household factors influencing drop out among students in public secondary schools in kitui central District. The design was adopted since it was able to establishing the pertinent facts that the research intended to establish without necessarily manipulating the variables of the study (Koul, 1998).

3.3 Target population

According to Borg and Gall (1996) target population includes all the members of real or hypothetical set of people, events or objects to which the researcher wishes

to generalize results of their research. In this research, the target population consisted of all 31 public secondary schools in kitui central district. The study population was therefore 31 principals, 246 teachers, 1930 form four students (statistical secondary schools returns 2013, District Education Office, kitui central district).

3.4 Sampling techniques and sample size

According to Borg and Gall (2003) sampling is the process of selecting part of the population for study with intention that the finding from the sample accurately represents population characteristics. According to Mugenda and Mugenda (1999), a sample is a sub-group obtained from the accessible population carefully selected so as to be representative of the whole population with the relevant characteristics.

According to Mugenda and Mugenda (1999), for descriptive survey 10% is enough samples to be used. Form four students were purposively sampled to participate in the study because they had been in the school long enough to observe trends and patterns of dropout .The number of students in form four class is 1930.The researcher used 193 students. Simple random sampling was used to identify the students to participate in the study. The researcher used 30% of the teachers. The sample size for the teachers was therefore 74 teachers. According to Gall and borg (2003) 30 percent of a sample is representative and therefore the researcher used 30 percent of the principals, giving a sample size of 10. Therefore, the study used 10 principals, 74 teachers, 193 form four students. In

total, the sample size was 277. Table 2.1 shows the summary of the sample of the respondents.

Table 2.1 Summary of the sample size

Respondents	Target Size	Sample Size	Percentage (%)
Principals	31	10	30
Teachers	246	74	30
Students (form four)	1930	193	10
Total	2207	277	12.6

3.5 Research instruments

Data was collected using questionnaires and interview schedules. Questionnaires' were preferred because of their ability to ensure confidentiality of responses from respondents (Saunders, 2003). Two sets of questionnaires were prepared consisting of both open ended and closed ended questions and they were administered to form four students and form four class teachers. The questionnaires sought information on household factors which includes household income, household size, parental level of education and family type. Interview guide was administered to principals with aim of getting more information on influence of household income, household size, parental level of education and family type on dropout of students in public secondary schools.

3.5.1 Validity of the research instruments

According to Best and Kahn (2003) validity refers to the quality of data gathering

instruments or procedures that enable the instrument to measure what it is supposed to measure, that is, it is the extent to which the instrument measures what they are intended to measure. To enhance validity, the research instruments were presented to research experts who were the project supervisors from the Department of Educational Administration and planning in the University of Nairobi. They assessed whether the instruments captured all areas under investigation. This led to adjustment and modification which increased the instruments' validity.

3.5.2 Reliability of the research instruments

According to Kerlinger (2003), reliability of a research instrument is defined as the relative absence of error in an instrument or the accuracy or precision of the instrument. Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research yields consistent results or data after repeated trial. To determine reliability of the instruments, piloting was done in two public secondary schools in Kitui Central District where questionnaires were administered. Test-retest method was used and it involved administering the same instruments twice to the same group of subjects with a time lapse of between the first and the second test of about two weeks so as to identify the flaws in the contents and aid to make corrections to enhance reliability (Mugenda & Mugenda, 2003). Reliability was calculated using the Pearson's product moment correlation coefficient (r). The Pearson's product moment correlation coefficient (r) formula is indicated as below:

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

Where, $\sum xy$ = sum of the gross product of the values of each variable, $(\sum x)(\sum y)$ = Product of the sum of x and the sum of y, $\sum x$ = sum of scores in X distribution, $\sum y$ = sum of scores in Y distribution, $\sum xy$ = sum of the products of paired X and Y scores, $\sum x^2$ = sum of the squared scores in X distribution, $\sum y^2$ = sum of the squared scores in Y distribution, and N = Number of paired X and Y score. A coefficient of 0.84 was obtained from the correlation of the pilot results. The instrument was thus adopted for use in the study since any coefficient (r) which is 0.7 and above is accepted as reliable (Kothari, 2004).

3.6 Data collection procedure

The researcher sought a research permit from the National Commission for Science, Technology and innovation (NACOSTI). The permit was presented to the District Education Officer (DEO) of Kitui Central District before proceeding to visit study schools. The researcher then visited the sampled schools for introduction, administering the questionnaires and conducting the interviews.

3.7 Data analysis techniques

Data analysis refers to the examining of what has been collected in a survey or

experiment in making deductions and inferences, that is, it is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making (Kombo & Tromp, 2006). The data collected was inspected to ensure it was complete and accurate. The data collected was both qualitative and quantitative. Qualitative data was classified and coded into themes and concepts for analysis based on objectives of the study. This was done by cleaning it to ensure the data was clear and precise. Data collected was then analyzed quantitatively using the Statistical Package for Social Science (SPSS). The computed data was then analyzed using descriptive statistics. The statistics to be calculated included frequencies and percentages. The data was then presented in frequency tables. The qualitative data generated was categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. Interpretation of the data was then done within the frame of reference of the research problem.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the findings of the study, the analysis of data collected and its interpretation in relation to the objectives and research questions of the study. It includes household factors influencing dropout of students in public secondary schools in kitui central district, Kenya. The responses were compiled into frequencies and corrected into percentages and presented in cross tabulation.

4.2 Questionnaire response rate

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

Table 4.1 Research instrument return rate

Respondents	Expected response	Actual response	Percent
Principals	10	10	100
Class Teachers	74	70	94.6
Form four students	193	193	100
Total	277	273	98.6

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

70 class teachers' questionnaires (94.6%) were returned and all the 193 questionnaires (100%) from the students were all returned. The overall average response rate of the total target population was therefore 98.6%. This was considered appropriate for the research study.

4.3 Respondents' biodata

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

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

Table 4.2 Distribution of teachers and principals by gender

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

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

The study sought to establish the age category of the Class teachers and Principals. Table 4.3 shows the results.

Table 4.3 Distribution of respondents by age

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

From the Table 4.3, most of the teachers (56.8%) were aged between 36-40 years. On the other hand, majority of the principals (90%) were aged between 41 years and above. This means that both the Principals and the Teachers who were used to give information were old enough to have seen trends of dropout of students.

Both the class teachers and the principals were asked to state their highest academic qualification. Table 4.4 below shows the results.

Table 4.4 Distribution of teachers and principals by academic qualifications

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

From the Table 4.4, most of the teachers (73%) had a Degree as their highest level of education, while most of the principals (60%) had a Degree as the highest level of education. This implies that both of the respondents were educated enough to understand why some of their students dropout of school.

The study also required the students to indicate their age bracket and the responses are shown in Table 4.5 below.

Table 4.5 Distribution of students by age

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

From the Table 4.5, the majority (51.8%) of the students were aged between 16-18. This meant that they were more likely to give accurate responses since they were aged enough to have seen trends in dropouts in the school.

The researcher requested students to indicate their gender. The results are indicated as in table 4.6 below.

Table 4.6 Distribution of students by gender

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

From the Table 4.6, the students respondents were (50.8%) male and (49.2%) were female. This means that each gender was almost equally represented.

Further the researcher requested the class teachers and the principals to indicate their working experience. Table 4.7 shows the results.

Table 4.7 Distribution of teachers and principals by experience

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

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

4.4 Household factors influencing dropout of students

The study was guided by the following four objectives; to determine the influence of parental level of education, household's income, family size and family type on dropout of students in public secondary schools.

4.4.1 The influence of household's income on students' dropout

The first objective of the study was to examine whether household's income influences dropout of students in schools.

The students were expected to respond on whether household's income has any influence on the dropout of students in schools. The Table 4.8 shows the responses.

Table 4.8 Household's income influence on the dropout of students in schools.

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

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

The researcher also sought to find out from teachers whether families where students who drop out are unable to afford all basic needs. The results are as in Table 4.9.

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

Response	Class teachers	
	Frequency	Percent
Strongly agree	52	70.3
Agree	20	27.0
Disagree	2	2.7
Strongly disagree	0	0
Undecided	0	0
Total	74	100

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

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

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

Response	Class teachers	
	Frequency	Percent
Strongly agree	58	78.4
Agree	12	16.2
Disagree	4	5.4
Strongly disagree	0	0
Undecided	0	0
Total	74	100

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

The teachers were also requested to indicate whether students' dropout of school to assist in taking care of their young sibling so that parents/ guardian can go and work.

Table 4.11 Students dropout to look after young siblings

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

Most of the teachers (51.4%) agreed that indeed student's dropout to look after their young siblings so that the parents/guardian can go to work. The findings show that older children in a family especially in poor households mostly dropout of school to take care of their young siblings so that their parents/guardians can go to work.

The researcher further required the students to respond on whether the households' income has any effect on student's dropout in the school.

Table 4.12 Students responses on involvement on income generating activities

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

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

The students were to indicate if some student dropouts because their parents are unable to pay fees, buy uniform and books for their children.

Table 4.13 Students responses on families inability to pay fees

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

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

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

Students		
Response	Frequency	Percent
Strongly agree	50	25.9
Agree	110	57
Disagree	0	0
Strongly disagree	0	0
Undecided	33	17.1
Total	193	100

Table 4.14 above shows that most of the students (57%) agreed that most students drop out of school to take care of their young sibling so that household heads can go out to look for jobs. The results agree with chugh (2004) who notes that, if income levels are low, children may be called on to supplement the household's income by taking on additional tasks like taking care of their young siblings to free up other household members for work.

The researcher also sought from the principals to know whether household' income influences dropout of students in school. The table below gives the responses.

Table 4.15 Principals response on household' income influences on dropout

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

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

The researcher also requested the principals to give the reasons why they felt that the households' income affected students dropout rate in schools. The reasons they gave are shown in the Table 4.16.

Table 4.16 Principals responses on influence of households' income on dropout

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

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

4.4.2 The influence of parental level of education on students' dropout

The second objective of the study was to examine whether parental level of education influences dropout of students in schools.

Respondents were asked to respond on whether the parental level of education has any influence on the dropout of students in schools.

Table 4.17 Responses on parental level of education influence on dropout of students.

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

Majority of the respondents (student 77.7% and class teachers 94.6%) indicated that the parental level of education influences whether students drop out of school or not. Most of the teachers and the students indicated that more educated parents are more concerned of their children education and their children have high chance of being retained in school unlike less educated parents This agrees with Ersado (2005) who noted that, parental level of education is the most consistent determinant of student’s education.

The researcher required the teachers to indicate whether students whose parents have low level of education lack role models and result to dropping out of school. The Table 4.18 shows the results.

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

Response	Class Teachers	
	Frequency	Percentage
Strongly agree	20	27.0
Agree	50	67.6
Disagree	0	0
Disagree	0	0
Undecided	4	5.4
Total	74	100

Most of the teachers (67.6%) agreed that indeed students are out of school due to lack of role models from parents which results from low parental education. The findings show that low educated parents do not act as role models to their children and as a consequence their children may not see the reason to be in school and later may dropout.

Class teachers were further requested to indicate whether the type of relationship of the parents and the children is influenced by the education level of parents which further influences dropout of students in school.

Table 4.19 Level of education of parents effect on type of relationship between the parents and the children

Response	Class teachers	
	Frequency	Percent
Strongly agree	20	27.0
Agree	48	64.9
Disagree	1	1.4
Strongly disagree	0	0
Undecided	5	6.8
Total	74	100

Majority of the class teachers (64.9%) agreed that the education level of parents influences the kind of relationship of the parents and their children which consequently influences dropout of students in school.

The researcher further asked class teachers to respond on whether parents with low level of education do not understand how to motivate children in school to enhance their completion thus leading to some dropping out.

Table 4.20 Effect of low level of education of parents on motivation of children

Response	Teachers	
	Frequency	Percent
Strongly agree	21	28.4
Agree	49	66.2
Disagree	2	2.7
Strongly disagree	0	0
Undecided	2	2.7
Total	74	100

Majority of the teachers (66.2%) agreed that parents with low level of education do not understand how to motivate children in school to enhance their completion thus leading to some dropping out.

The teachers were also requested to respond on whether uneducated parents are not able to guide their children academically hence more students end up dropping out.

Table 4.21 Uneducated parents are not able to guide their children academically

Response	Teachers	
	Frequency	Percent
Strongly agree	19	25.6
Agree	54	73.0
Disagree	0	0
Strongly disagree	0	0
Decided	1	1.4
Total	74	100

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

Teachers were still required to respond on whether parents with low level of education involves their children with home activities that are not academically Supportive, thus lowering students efforts and mostly end up dropping out.

Table 4.22 Parents with low level of education involves children with home activities that are not academically focused

Teacher		
Response	Frequency	Percent
Strongly agree	52	70.3
Agree	20	27.0
Disagree	0	0
Strongly disagree	0	0
Undecided	2	2.7
Total	74	100

Most of the teachers (70.3%) indicated that parents with low level of education involves their children with home activities that are not academically focused thus frustrating students effort who end up dropping out.

The students were asked to indicate the highest level of education of their parents.

Table 4.23 below the responses.

Table 4.23 academic background of parents

		Students	
	Response	Frequency	Percent
Education level of father	Never completed	20	10.4
	primary		
	Primary	100	51.8
	Secondary	50	25.9
	Training college	15	7.8
	University/college	8	4.1
Total		193	100
Education level of mother	Never completed	30	15.5
	primary		
	Primary	94	48.7
	Secondary	60	31
	Training college	9	4.7
	University/college	0	0
Total		193	100

Most of the students (51.8%) indicated that their fathers attained primary education as their highest level of education while in a similar way most of the students (48.6%) indicated that their mothers had a primary education as their highest level of education. The results show that most of parents of the students in school had low level of education meaning that most of them had low paying jobs and as a result students had high probability of dropping out of school.

The researcher required the students to indicate whether parents with low

level of education do not understand the benefits of education and hence do not care whether their children are in school or not hence increasing their probability of dropping out. The Table 4.24 gives the responses.

Table 4.24 Influence of low level of education of parents on understanding of benefits of education

	Students	
	Frequency	Percent
Strongly agree	89	46.1
Agree	70	36.3
Disagree	24	12.4
Strongly disagree	0	0
Undecided	10	5.2
Total	193	100

Majority of the students (46.1%) indicated that parents with low level of education do not understand the benefits of education and as a result do not care whether their children are in school or not hence increasing their likelihood of dropping out of school. The results agree with Pryor & Ampiah (2003) who notes that some researchers indicate that non-educated parents do not appreciate the benefits of schooling.

The students were asked to respond on whether parents with low level of education lack understanding of school work and are not able to guide students in their academic work leading to dropping out of school. The Table 4.25 gives the responses.

Table 4.25 Effect of low level of education of parents on understanding of school work and inability to guide students academically

Response	Students	
	Frequency	Percent
Strongly agree	95	49.2
Agree	80	41.5
Disagree	5	2.6
Strongly disagree	0	0
Undecided	13	6.7
Total	193	100

Table 4.25 above indicates that most of the students (49.2%) strongly agreed that parents with low level of education lack understanding of school work and are not able to guide students in their academic work leading to dropping out of school.

The researcher also sought from the student to determine whether parents with low educational level lack understanding of educational needs of students leading to dropping out.

Table 4.26 Influence of low level of education of parents on understanding of educational needs of students

Response	Students	
	Frequency	Percentage
Strongly agree	100	51.8
Agree	61	31.6
Disagree	22	11.4
Strongly disagree	0	0
Undecided	10	5.2
Total	193	100

The Table 4.26 indicates that the majority of the students (51.8%) strongly agreed that, parents with low educational level lack understanding of educational needs of students leading to some of their children dropping out of school. The findings imply that, parents who have low education are not able to comprehend what is required in school and as a result their children are likely to withdraw from school if their educational needs are not met.

Further, the researcher required the students to respond on whether parents with low level of education are not academically focused thus frustrating students academic efforts who end up dropping out of school. The responses are indicated in the Table 4.27 below.

Table 4.27 Influence of low level of education of parents on lack of academic focus of parents

Response	Students	
	Frequency	Percent
Strongly agree	70	36.3
Agree	68	35.2
Disagree	40	20.7
Strongly disagree	0	0
Undecided	15	7.8
Total	193	100

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

The class teachers and students were required to rate the extent parental level of education influences dropout of students. The table 4.28 shows the results.

Table 4.28 Rating on influence of parental level of education on dropout

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

Most of the teachers (70.3%) and most of the students (68.4%) indicated that parental level of education influences the dropout of students in school to a great extent. The findings imply that, the higher the level of education of the parents, the higher the retention rate and the opposite is true.

The researcher sought to know from the principals if parental level of education leads to students' dropout. The findings are tabulated in Table 4.29.

Table 4.29 Principals' responses on the effects of parental level of education on students dropout

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

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

The findings agree with the response of both the teachers and students.

The researcher also requested the principals to give the reasons why they felt that the parental level of education affect students dropout rate in schools. The reasons they gave are shown in the Table 4.30.

Table 4.30 Principals' reasons on influence of parents' level of education on students dropout rate.

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

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

4.4.3 Influence of household's size on dropout of students

The researcher requested students and teachers to respond on whether households' size influences the dropout of students. The results were tabulated in Table 4.31.

Table 4.31 Influence of household size on dropout of students

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

Majority of the students (51.8%) and majority of the class teachers (81.1%) agreed that households' size have effect on dropout of students in school. Most of the teachers and the students said that the higher the household size, the higher the likelihood of children from such households dropping out of the school and the vice versa. This is in agreement with Boyle (2004) who notes that the number of children within a household is a 'significant determinant' of access to education.

Students and teachers were asked to respond on whether families with large household size have high dropout. The responses are in Table 4.32.

Table 4.32 Response on influence of household size influence on dropout

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

The Table 4.32 above indicates that majority of the students (43.0%) and a majority of the class teachers (70.2%) strongly agreed that families with large household size have high dropouts. The results are consisted with chugh (2011) who found out that children with more siblings tend to enroll later, repeat grades more often and dropout of school earlier.

Students and teacher were also requested to respond on whether students from homes with large household size dropout of school because of lack of fees and lack of enough food at home. Table 4.33 gives the responses.

Table 4.33 Response on influence of large household size on dropout

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

The Table 4.33 indicates that, majority of the students (46.6%) and majority of the class teacher (54.1%) strongly agreed that students from households with large family size dropout of school because of lack of fees, lack of enough food at home and lack of enough educational support. The results agree with

Enyegue, Parfait and Eloundou (2000) who notes that, with larger family size, the financial burden is greater; children are less likely to attend school and often dropout.

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

Table 4.34 Students dropout to assist parents to take care of younger siblings

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

Most of the students (41.5%) indicated that most students from families with a large size, frequently are absent from school because some assist their parents to take care of younger siblings and later they are likely to drop out of school. The results show that students from families with large size especially the poor are likely to dropout of school so as to assist parents to take care of their young siblings.

Students were asked to respond on whether households with a large family size are unable to pay school fees. The Table 4.35 below shows the results.

Table 4.35 Families with large family size are unable to pay school fees

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

Majority of the students (50.2%) indicated that they strongly agreed that, households with a large family size are unable to pay school fees. The results imply that children from large family size especially the poor dropout of school because parents are not able to support all in school.

Students and teachers were requested to rate the extent households' size influences students dropout.

Table 4.36 Rating of households' size influence on dropout

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

Majority of the students (48.7%) and most of the class teachers (41.9%) rated household's size as a factor that influences dropout of students to a greater extend.

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

4.4.4 The influence of family type on students' dropout

The researcher requested the teachers and students to respond on whether the family size has any effect on the dropout of students. The table 4.37 below shows the responses.

Table 4.37 Responses on influence of family type on dropouts

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

Table 4.37 indicates that most of the students (54.9%) and majority of the teachers (86.5%) agreed that the type of family where students come from have influence on whether students will dropout or not.

Class teachers were requested to respond on whether students from single parent families are mostly psychologically disturbed and most likely dropout of school.

Table 4.38 students from single parent families are mostly psychologically disturbed

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

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

Class teachers were requested to rate whether students who are orphans lack moral support and parental care and as a result most likely dropout of school. The results are as tabulated in Table 4.39.

Table 4.39 Orphaned students lack moral support and parental care

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

Majority of the teachers (94.6%) strongly agreed that, students who are orphans lack moral support and parental care and as a result most likely dropout of school.

The researcher required class teachers to respond on whether students from grandparents' families' lack self esteem and mostly are unable to cope with school life hence have high probability of dropping out. The Table 4.40 gives the responses.

Table 4.40 Students from grandparents families lack self esteem

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

Many of the class teachers (85.1%) strongly agreed that students from grandparent families lack self esteem and mostly are unable to cope with school life and as a result have high chances of dropping out of school. This concurred with hunter (2004) who found that grand parents families were less able to provide adequate socialization resulting to children with low esteem which are most likely not able to cope with school.

Further the class teachers were requested to respond on whether students from families which are broken due to divorce and families conflict are not motivated in school and most likely dropout of school.

Table 4.41 Students from broken families are not motivated in school

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

Majority of the class teachers (98.6%) strongly agreed that students from families which are broken due to divorce and family conflict are not motivated in school and as a result most likely dropout of school.

The students were requested to respond on whether students from single parents' families have low esteem and mostly dropout.

Table 4.42 Students from single parents families have low esteem

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

Majority of the students (31.1%) agreed that students from single parents' families have low esteem and mostly dropout of school.

The students were requested to respond on whether students from grand parents' families lack parental care and support hence not able to cope with school life and often dropout of school

Table 4.43 students from grandparents families lack parental care and support

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

The Table 4.43 above indicated that, majority of the students (51.8%) agreed that, students from grandparents families lack parental care and support and as a result they are unable to cope with school life and often dropout of school.

Further students were required to respond on whether orphan students are frequently send home for school fees and most likely drop out of school. Table 4.44 shows the results

Table 4.44 Orphan students are often send home for school fees

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

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

Teachers and students were expected to rate the extent family type influences the dropout of students in schools.

Table 4.45 Rating on the extent family type influences the dropout of students in schools

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

Majority of the class teachers (95.6%) strongly agreed that the type of family where students come from influences to a greater extent the dropout of students in school, while most of the students (58.0%) agreed that the type of family where students come from influences to some extent the dropout of students in school.

The researcher requested the Principals, teachers and students to give measures that can be put in place to reduce dropout of students in the schools. The following were the responses given by majority of the respondents: Provision of basic needs to all, Provision of guidance and counseling to students, awareness to all students and parents on importance of education, Parental care and motivation, Reduction of family size in households especially for the poor, Decreasing poverty in households.

From the findings in chapter four, the researcher has found out that household factors such as; households' income, parents' level of education, households' size and family type influences the dropout of students in public secondary schools in Kitui Central District.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The main purpose of the study was to assess the household factors that influence dropout of students in public secondary school in Kitui central district, Kenya. To achieve this, the researcher had four objectives. These objectives included; households' level of income influence on dropout, parental level of education influence on dropout, influence of family size on dropout and lastly the influence of family type on the dropout of students.

Concerning the households' income, (94.6%) was identified by teachers, (80%) was identified by principals and (82.9%) by students as a factor that influences dropout among students. Other factors rated by teachers as influencing dropout included; involvement in income generating activities 78.4%, inability to afford basic needs 70.3% and looking after young sibling 51.4%. Some of these items were confirmed by the form four students who identified involvement in income generating activities 51.8%, inability of families to pay fees 62.2 % and looking after young sibling 57%. 50% of principals agreed that families with low income are unable to pay school fees.

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

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

that the parents can go and look for jobs and work. 50.2% of students strongly agreed that households with large size have problems in paying fees.

Finally, 95.6% of teachers strongly agree that the type of family where students come from influences dropout to a great extent while 58.0% of students agreed that to some extent, the type of family where students come from influences dropping out. Other factors rated by teachers as influencing dropout include; psychological instability and lack of concentration in school by students from single parent families 87.8%, lack of moral support and parental care by orphaned students 94.6%, lack of self esteem and inability to cope in school by students from grandparent families 85.1% and lack of role models and motivation by students from broken families 98.6%. Similarly, form four students agreed that children from single parent families have low esteem 31.1%, grandparent families' children lack parental care and support 51.8% and orphan students frequently are send home for fees and are mostly absent.

5.3 Conclusion of the study

The following conclusions were made from the findings of the study

Households' income does influence dropout among students in public secondary schools. The attachment to low household income is compounded by involvement in income generating activities, inability to afford basic needs, looking after young siblings and inability to pay fees.

Parental level of education influences dropout among students in public secondary school. The specific items that influences dropout rates are: lack of role models,

poor relationship of students and their parents, lack of understanding on motivating students, lack of academic guidance of students by parents, involvement in home activities that are not academically focused, lack of understanding of educational needs of students and parents having low value for education.

Households' size influences dropout among students in public secondary schools. Households with large size have majority of the dropouts due to; lack of fees, lack of basic needs and lack of educational support.

Finally, family type also influences dropout of students in public secondary school in Kitui Central District. Depending on the type of family students come from; psychological instability, lack of moral support, lack of parental care, lack of self esteem, lack of role model and lack of motivation cause students to dropout.

5.4 Recommendations of the study

The study came up with the following recommendations

- i) Poverty alleviation measures should be strengthened in the society to enable all families get higher income so as to maintain their children in school till completion.
- ii) The government should enhance, strengthen and enforce parental laws to ensure children do not fall victim to family instability.

- iii) The Government should conduct awareness campaigns to ensure parents and students fully understand and appreciate the importance of completion of secondary education.
- iv) That the government should take off the total burden of school fees from the parents so that students do not drop out of school due to lack of school fees.
- v) The Government should conduct awareness and sensitization campaigns on importance of family planning to all families to ensure that parents have a number of children that they are able to take care off well.
- vi) Subsidized secondary education is not enough. Students from poor households should be offered total free secondary education if access to education for all is to be actualized.

5.5 Suggestions for further study

The researcher proposes further research in the following areas:

- i) This study needs to be replicated in private schools in the district in order to compare results.
- ii) Similar study should be undertaken in primary schools in the district in order to compare results.
- iii) The study only examined household factors influencing students dropout in Kitui Central District .A study needs to be done to examine school based factors influencing students dropout in the district.

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APPENDICES

Appendix I: Introduction letter to the respondents

Frederick Kioko Mutua
The University of Nairobi
College of Education and External Studies
P.O Box 30197
Nairobi

Dear Sir/ Madam

REF: DATA COLLECTION IN KITUI CENTRAL DISTRICT

I am a post-graduate student at the University of Nairobi pursuing a Master's degree in Educational planning. I am carrying out a study “ **Household factors influencing students' dropout in public secondary schools in kitui central district, Kenya**”. Your school has been selected to be part of my study sample. I kindly request you to allow me to collect information from your school. The information you will give will be used only for the purpose of this study. In order to ensure utmost confidentiality, respondents should not write their name anywhere in this questionnaire. Your co-operation will be greatly appreciated. Thanks in advance.

Yours sincerely,
Frederick Kioko Mutua
E55/71947/2011

Appendix II

Interview guide for principals

Section I: Background information

1. What is your gender? Male [] Female []
2. What is your age?.....
 - a) 25 years and below [] b) 26-30 Years []
 - b) 31-35 years [] c) 36- 40 years []
 - d) 41 years and above []
3. What is your working experience?
 - a) 5 years and below [] b) 6 to 10 years []
 - c) 11 to 15 years [] d) 16 years and above []
4. What is your highest education level?
 - a) Certificate [] b) Diploma []
 - c) Degree [] d) Masters []
 - e) PHD [] f) Any others, specify

Section II: Influence of household factors on the dropout of students in secondary school

5. Are there students in this school who dropout?

Yes.....

No.....

If yes, what are the reasons?

.....

6. Does the household's income contribute to students' dropout in your schools?

Yes [] No []

Explain.....
.....

7. Does parental level of education contribute to students' dropout in public secondary schools in this area? Yes [] No []

Explain.....
.....

8. Does family size influence students' dropout in your school? Explain.

9. Do you think family type has any influence on students' dropout in your school? Explain.

10. What measures do you think can be put in place to reduce dropout of students in your school?

Thank you for your cooperation

Appendix III

Questionnaire for class teachers

This questionnaire is designed for purposes of studying household factors influencing students' dropout in secondary schools in kitui central district. You have been selected to take part in this study. Please respond and answer all the questions as honestly and accurately as possible. Any information that you provide will be strictly confidential and used for academic purposes only. **Do not write your name in any part of this questionnaire.** Thank you in advance for your participation.

Section I: Background Information

1. What is your sex? Male [] Female []
2. What is your age?
 - a) 25 years and below [] b) 26-30 years []
 - c) 31-35 years [] d) 36 -40 Years []
 - e) 40 and above []
3. What is your working experience?
 - a) 5 years and below [] b) 6 to 10 years []
 - c) 11 to 15 years [] d) 16 years and above []
4. What is your education level?
 - a) Certificate [] b) Diploma []
 - c) Degree [] d) Masters []
 - e) PHD []
 - f) Any others, specify

Section II: The Influence of households' income on student's dropout in secondary school

5. Does household income have any influence on the dropout of students in your school?

- a) Yes [] b) No [] c) Not sure []

Explain.....

6. Indicate whether you Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD) with the following statements in relation to influence of households' income on dropout of students in secondary schools

Statement	SA	A	U	D	SD
Most students drop out of school because their parents have low income such that they are unable to afford basic needs such as food, clothes					
Most students drop out of school to look for income generating activities so as to assist their parents in raising income for the family					
Most students drop out of school to assist in taking care of their young sibling so that the parent/guardian can go and work					

7. To what extent does households' income influence the dropout of students in your school?

- a) To a greater extent [] b) To some extent []
 c) Not at all [] d) Not sure []

Section III: The influence of parental level of education on dropout of students in secondary schools

8. Do you think the parental level of education has any influence on the dropout of students in your school?

a) Yes [] b) No [] c) Not sure []

Explain.....

9. What are some of the ways that the parental level of education influences dropout of students in your school.....

.....
 Explain.....

10. Which of the following statements in relation to the parental level of education influences dropout of students in your school. Indicate whether you Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D) or Strongly Disagree (SD).Tick appropriately.

Statement	SA	A	U	D	SD
Low parental education can result in students dropping out of school because of lack of role models from the parents					
The type of relationship of the parents and the children is influenced by the education level of parents which consequently influences dropout of students in school					
Parents with low level of education do not understand how to motivate children in school to enhance their completion thus leading to some dropping out					
Uneducated parents are not able to guide their children academically hence more students end up dropping out					
Parents with low level of education involves their children with home activities that are not academically focused, thus frustrating students who end up dropping out					

11. To what extent does the parental level of education factor influence the dropout of students in your school?

- a) To a greater extent [] b) To some extent []
 c) Not at all [] d) Not sure []

Section IV: How households’ size influence dropout of students

12. Do you think the households’ size has any effect on the dropout of students in your school?

- a) Yes [] b) No [] c) Not sure []

Explain.....

13. Indicate your response on the following statements in regard to how households’ size influence the dropout of students in your school.

Statement	SA	A	U	D	SD
Families with large household size have high drop outs in the school					
Students from homes with large household size dropout of school because of lack of fees, enough food at home etc					
Most Students from families with a large size, frequently are absent from school because some assist their parents to take care of younger siblings and later they drop out of school					

14. To what extent do you think the households’ size factor influences the dropout of students in your school?

- a) To a greater extent [] b) To some extent []
 c) Not at all [] d) Not sure []

Section V: How the type of family influences dropout of students in the school

15. Does the type of family where students come from have any influence on the dropout of students in your school?

- a) Yes [] b) No [] c) Not sure []

Explain.....

.....

16. Which of the following statements in relation to the influence of the type of family on dropout of students in your school do you Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D) or Strongly Disagree (SD). Tick appropriately.

Statement	SA	A	U	D	SD
Students from single parent families are mostly psychologically unstable and most likely dropout of school					
Students who are orphans lack moral support and parental care hence most likely dropout of school					
Students from grandparent families lack self esteem and mostly are unable to cope with school life hence have high probability of dropping out					
Students from families which are broken due to divorce, family conflict are not motivated in school and most likely dropout of school					

17. To what extent does the family type where students come from influence the dropout of the students in your school?

- a) To a greater extent [] b) To some extent []

- c) Not at all [] d) Not sure []

18. What measures can be put in place to reduce dropout of students in your school?

Thank you for your Cooperation

Appendix IV

Questionnaire for students

This questionnaire is designed for purposes of studying household factors influencing students' dropout in secondary schools in Kitui Central District. You have been selected to take part in this study. Please respond and answer all the questions as honestly and accurately as possible. Any information that you provide will be strictly confidential and used for academic purposes only. Thank you in advance for your participation. **Do not write your name anywhere in this questionnaire.**

Section I: Background Information

1. What is your sex?

a) Male [] b) Female []

2. What is your age?

a) 15 years and below [] b) 16-18 years [] c) 19 years and above []

Section II: The Influence of households' income on Student dropout

3. Does households' income have any influence on the dropout of student in your school?

a) Yes [] b) No [] c) Not sure []

4. Indicate whether you strongly agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD) with the following in relation to the influence of household's income on dropout of students in your school?

Statement	SA	A	U	D	SD
Most students drop out of school to get involved in income generating activities eg boda boda business so as to assist parents/guardians in raising income for the family					
Most students drop out because their parents are unable to pay fees					
Most students drop out of school to take care of their young sibling so that household heads can go out to look for jobs					

5. To what extent does household's income influence the dropout of students in your school?

- a) To a greater extent [] b) To some extent []
c) Not at all [] d) Not sure []

Section III: The influence of parental level of education on students' dropout

6. Do you think the level of education of parents have any influence on the dropout of students in your school?

- a) Yes [] b) No [] c) Not sure []

7. What is the highest level of education that your parents attained? (Tick appropriately)

Father (a) primary ----- (b) secondary.... (C) Training college.....

(d) University..... (e) Never completed primary

Mother (a) primary..... (b) Secondary... (c) Training college...

(d) University..... (e) Never completed primary

8. Which of the following statements in relation to the parental level of education

influences students' dropout in your school?. Do you agree or disagree with?

(Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly

Disagree (SD)

Statement	SA	A	U	D	SD
Parents with low level of education do not understand the benefits of education and hence do not care whether their children are in school or not hence increasing their probability of dropping out					
Parents with low level of education lack understanding of school work and are not able to guide students in their academic work leading to dropout					
Parents with low educational level lack understanding of education needs of students leading to dropout					
Parents with low education level are not academically focused, thus frustrating students academic efforts who end up dropping out					

9. To what extent does the parental level of education factor influence the dropout of students in your school?

- a) To a greater extent [] b) To some extent []
c) Not at all [] d) Not sure []

Section IV: The influence of households' size on dropout of students

10. Do you think households' size has any effect on the dropout of students in your school?

- a) Yes [] b) No [] c) Not sure []

11. Which of the following statements in relation to household size influence students' dropout in your school?. Do you agree or disagree with?

(Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD))

Statement	SA	A	U	D	SD
large family size lead to high rates of drop outs in your school					
students from households with large family size lack enough education support and most likely dropout of school					
Households with a large family size have problems in paying school fees					

12. To what extent do you think the household size factor influences the dropout of students in your school?

- a) To a greater extent [] b) To some extent []
c) Not at all [] d) Not sure []

Section V: The influence of family type on students' dropout in secondary schools

13. Does the type of family have any effect on the dropout of students in your school?

- a) Yes [] b) No [] c) Not sure []

Explain.....

.....

14. Which of the following statements in relation to the family type and its influence on students' dropout in your school do you agree or disagree with?

(Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD))

Statement	SA	A	U	D	SD
Students from single parents families have low esteem and mostly dropout of school					
Students from grandparents families lack parental care and support hence not able to cope with school life and often dropout of school					
Orphan students are frequently send home for school fees and are likely to drop out of school					

15. To what extent does the type of family influence the dropout of students in your school?

- a) To a greater extent [] b) To some extent []
c) Not at all [] d) Not sure []

16. What measures can be put in place to reduce dropout of students in your school?

Thank You for your cooperation

Appendix V

Research authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

1st October, 2014

NACOSTI/P/14/6201/3342

Frederick Kioko Mutua
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Household factors influencing students’ dropout in public secondary schools in Kitui Central District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **30th December, 2014**.

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

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

DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kitui County.



Appendix VI
Research Permit

THIS IS TO CERTIFY THAT:

MR. FREDERICK KIOKO MUTUA
of UNIVERSITY OF NAIROBI, 0-90200
Kitui, has been permitted to conduct
research in Kitui County
on the topic: HOUSEHOLD FACTORS
INFLUENCING STUDENTS' DROPOUT IN
PUBLIC SECONDARY SCHOOLS IN KITUI
CENTRAL DISTRICT, KENYA
for the period ending:
30th December, 2014

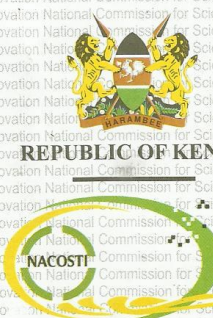
Permit No. : NACOSTI/P/14/6201/3342
Date Of Issue : 1st October, 2014
Fee Received : Ksh 1,000

(Signature)
Applicant's Signature

(Signature)
Secretary
National Commission for Science, Technology and Innovation

CONDITIONS

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


REPUBLIC OF KENYA
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A: 3436

CONDITIONS: see back page