

**INSTITUTIONAL AND HOME-BASED FACTORS INFLUENCING
STUDENT DROP-OUT IN DAY SECONDARY SCHOOLS IN KATHIANI
DISTRICT, MACHAKOS COUNTY KENYA**

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DECLARATION

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

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DEDICATION

I dedicate my work to my husband Francis Kanyambu, my children Brigid Mwende, Daniel Kanyambu and Ruth Ndindi, my parents Albert Ndiso and Ruth Ndindi, my mother-in-law Agnes Kanyambu, and Linda McIntosh, my Peace Corps daughter.

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TABLE OF CONTENTS

Content	Page
Declaration.....	ii
Acknowledgement.....	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	x
Abbreviations and acronyms.....	xi
Abstract.....	xii

CHAPTER ONE

INTRODUCTION

1.1. Background of the study.....	1
1.2 Statement of the problem.....	9
1.3 Purpose of the study.....	10
1.4 Objectives of the study.....	10
1.5 Research questions.....	11
1.6 Significance of the study.....	12
1.7 Limitations of the study.....	12
1.8 Delimitations of the study.....	12
1.9 Basic assumptions of the study.....	13
1.10 Definition of significant terms.....	14
1.11 Organization of the study.....	15

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	17
2.2 Family’s social – economic background and students’ dropout.....	17
2.2.1 Physical facilities in the household and students’ drop out	18
2.2.2 Influence of households’ monthly income on students’ drop out.....	18
2.2.3 Educational attainment of parents and students’ drop out.....	20
2.2.4 Family size and students drop out.....	20
2.5 Influence of peer pressure on student dropout.....	21
2.6 Government policies and interventions influencing dropout rates	21
2.7 Suggestions for mitigating students’ drop out in public secondary schools...	22
2.7.1 Expansion of secondary schools infrastructure	22
2.6.2 Reducing cost of secondary education to households	23
2.6.3 Partnerships and local resource mobilization	23
2.7 Summary of literature review	24
2.8 Retention theories, models and concepts.....	25
2.9 Conceptual framework.....	26

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	28
3.2 Research design	28
3.3 Target population.....	28
3.4 Sample size and sampling techniques.....	29

3.5 Research instruments	29
3.5.1 Instrument validity.....	30
3.5.2 Instrument reliability.....	30
3.6 Data collection procedures.....	31
3.7 Data analysis techniques.....	32

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction.....	33
4.2 Questionnaire return rate	33
4.3 Demographic data of the respondents.....	34
4.3.1 Gender of the headteachers and teachers	34
4.3.2 Duration that head teachers and class teachers had taught after graduation	35
4.3.3 Headteachers' and teachers' years of teaching in their current schools	36
4.3.4 Duration of service as class teacher.....	37
4.3.5 Type of school	38
4.4 Influence of family's social-economic background on students' dropout.....	39
4.4.1 Family size.....	39
4.4.2 Number of siblings and level of school completed.....	40
4.4.3 Number of children in the family who dropped from school	41
4.4.4 Monthly income of households and drop outs.....	43
4.4.5 Parental academic support to students	44
4.4.5 Other socio-economic factors influencing students' dropout	45
4.5 Factors related to peer pressure and student dropout in secondary schools ...	46

4.6 Institutional factors that influenced students' dropout rates	48
4.7 Influence of government interventions student dropout	49
4.8 Respondent's suggested possible measures to mitigate dropouts.....	50
4.9 Summary of the chapter	52

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction.....	53
5.2 Summary of the study	54
5.3 Summary of the findings.....	55
5.4 Conclusions of the study.....	57
5.5 Recommendations of the study.....	58
5.4 Suggestions for further research	59
REFERENCES	60
APPENDICES	64
Appendix A: Letter of introduction	64
Appendix B: Questionnaire for the head teacher	65
Appendix C: Questionnaire for form four class teachers.....	72
Appendix D: Questionnaire for form four students	76
Appendix E: Authorization letter	82

LIST OF TABLES

Table 1.1: Enrolment in secondary school by gender 2008 - 2012 in Kathiani.....	6
Table 1.2: Dropout rates of Kathiani district 2008-2012.....	8
Table 1.3: Dropout rates of Kangundo district 2008-2012.....	9
Table 4.4: Distribution of headteachers and teachers by gender	34
Table 4.5: Headteachers' and teachers' responses on years they had taught after graduation	35
Table 4.6: Teachers and headteachers responses on the number of years of teaching in school	36
Table 4.7: Duration as class teachers.....	37
Table 4.8: Type of school	38
Table 4.9: Students' response to number of children in the family.....	40
Table 4.10: Number of siblings and level of education completed	41
Table 4.11: Students' response on the number of children in the family who dropped secondary school.....	42
Table 4.12: Reasons for students' absenteeism	45
Table 4.13: Peer pressure related factors and student dropouts.....	47
Table 4.14: Head teachers' and teachers' response on institutional factors influencing students' dropout	49
Table 4.15: Headteachers and teachers suggestions on possible measures to mitigate dropouts	51

LIST OF FIGURES

Figure 2.1 Relationship between variables in institutional and home based factors influencing students drop out.....	26
Figure 4.2: Family income per month	43
Figure 4.3: Students' response on parental support.....	44
Figure 4.4: Headteachers' response of government policies, strategies and interventions.....	50

ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
EFA	Education for All
FGM	Female Genital Mutilation
FPE	Free Primary Education
FSE	Free Secondary Education
GoK	Government of Kenya
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NACSTI	National Council of Science, Technology and Innovation
UNESCO	United Nations Educational Science and Cultural Organizations

ABSTRACT

This study sought to establish the influence of institutional and home-based factors on students' dropout in day secondary schools in Kathiani district, Machakos county, Kenya. The study sought to determine the influence of socio-economic background, peer pressure, government policy on funding education, and institutional factors on secondary school day students drop out. The study also formulated five questions related to the objectives. Descriptive survey design was adopted for this study. Target population included head teachers and class teachers who were sampled from public secondary schools in Kathiani district, Machakos County. The sample comprised of 40 teachers, 260 students and 14 head teachers. The study regarded them as having full knowledge on institutional and home-based factors on students' dropout in Kathiani district. Therefore, they were to be used for analysis throughout the study. Data was collected using head teachers' and class teachers' questionnaires. Data was then analysed using quantitative and qualitative approach which involved descriptive statistical procedures, that is, frequencies and percentages. The study established that institutional and home-based factors had an influence on students' dropout in public day secondary schools in Kathiani district. Data analysis established that some students in day secondary schools in Kathiani district drop out due to fee problems (36%), family background problems (40%) and for others, peer pressure (24%). The study, however, showed that there were other socio-economic factors leading to dropout of students. It also established that the teachers, head teachers and students forwarded the suggestions of giving CDF bursaries to the needy students, offering guidance and counselling, sensitizing parents on the need for educating all children and providing feeding programmes to needy students in schools in hardship places. The study recommended that teachers and head teachers to offer constant guidance and counselling to students in school to enable them complete schooling and discover their careers in life; the government of Kenya to continue providing bursaries to needy students to curb dropouts; parents to offer full support to their students and also to work hand in hand with teachers to curb issues of absenteeism and enable students complete school; and day schools to be equipped with adequate teaching and learning resources to enable students complete school. The study suggested that there is need to carry out a study on the role Ministry of Education and other collaborating partners to curb dropout in public secondary schools in Kenya. There is also need to carry out a study on the relationship between educational level of the parents and the level of educational attainment of the children.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Investment in education is amongst the top priorities in the political agenda in many countries. This is because of the important role it plays in social and economic development. Education is also a means to achieving other ends (Bogonko, 1992). For example, when a country has advanced in educational development she is likely to achieve other benefits such as economic growth, health, democracy and poverty eradication (Watkins, 1999). The education of youth is today widely recognized as the most effective development investment a country can make. It is one of the criteria pathways to remote social and economic development (World Bank, 1998). There is an interlink age between education, health and the economy. For example, access to good quality education can provide youth with the tools to exercise their basic rights and access services otherwise denied. Educated mothers are more aware of immunization services for their children, which they use 50 percent more often than mothers who have not had education. Each additional year of schooling helps women combat infant mortality, which drops by 5 to 10 percent (Schultz, 1993).

The right to education has been recognized in numerous international agreements. These include the Universal Declaration of Human Rights, the Convention on the

5Elimination of all Forms of Discrimination against Women, the Convention on the Rights of the Child, the Beijing Platform for Action, the Education for All forums (in 1990 and 2000) and recently, the Millennium Summit in 2000. None however has succeeded in providing equal and widespread access to quality education. Despite the failure of these agreements, every decade or so, governments sign new Conventions capturing the same goal, pushing off the target date (Education for All by 2000, then by 2005 and now by 2015) and claiming to 'renew commitment' to educating all children.

According to Heneveld (2006), education is life requirement for all human beings since it is part and parcel of their day to day activities. This means that education is required by all human beings regardless of their gender and nationality. There is an international understanding that education is the beginning of fighting against poverty and improving the standard of people's life. It increases productivity to the world market (Republic of Kenya, 2006). Importance of education is critical given that nearly a billion people cannot read and write and 300 million of world school aged children are not in school. Two thirds of those who cannot read and write are women, and 60% of the children are not in school (World Bank, 2003).

The need for better education seems unlimited. Ignorance, narrowness of outlook, inability to cope with personal and social problems, among other symptoms of insufficient education is dominant features of contemporary life (United Nations Educational Scientific and Cultural Organisation [UNESCO], 2005). This means as societies develop and become more complex and artificial,

the need for holistic education increases. No wonder this is why UNESCO (2005), maintains that survival, internal balance and economic growth depend on education as a means to enjoy life and participate in cultural development.

Part 2 Section 6 of the children's Bill passed by the Kenyan parliament in 2001 states that: "every child shall be entitled to education, the provision of which shall be the responsibility of the Government and parents". The Children's Bill is a concrete manifestation of action to domesticate the 1989 UNCRC, and other international conventions, Treaties and Declarations which have implications for the protection, care and education of children (Republic of Kenya, 2001).

Kenya and other nation are facing a dropout crisis. The number of students leaving schooling without completing secondary education is quite alarming (Alexander, 2008). This has become a great concern for many countries of the world. Therefore, many countries are coming up with policies, strategies and interventions to improve school progression and reduce the numbers of students dropping out of school (UNESCO, 2010). Children are starting primary school in greater numbers than ever before but dropout rates are significant at secondary school leading to low completion rates in many countries (World Bank, 2007). As a result of substantial rates of dropout and non completion of secondary school many children are leaving schooling without acquiring the most basic skills (Alexander, 2008).

According to UNESCO (1998) Universal Declaration of Human Rights Article 2b, states that every child has the right to education. To achieve this, governments of the world, the Government of Kenya (GoK) included, have laid down policies and allocated money in the National Budget to Provision of education for all (MoEST, 2005). This is because failure to complete a basic cycle of secondary school not only limits future opportunities for the children but also represents a significant drain on the limited resources that countries have for the provision of secondary education. According to the World Bank (2007), the Governments of the world, Kenya included, for example allocated 42 percent of Gross Domestic Product (GDP) towards public education percent was allocated towards secondary school. With a secondary school dropout rate of 65 percent in 2007, it is estimated that nearly half a million school places were taken up by children who fail to complete secondary school. In monetary terms, this broadly represented an annual expenditure of 60 million dollars, 1.3 percent of GDP in 2007, on education of children who probably left schooling without any basic skills. This is a worldwide concern which reckons the need for researchers to carry out studies for there seems to be home based factors and institutional factors leading to school dropout.

School dropout rates are an indication of failure of an education system. Young people who drop out of high school are unlikely to have the minimum skills and credentials necessary to function in today's increasingly complex society and technological workplace. The completion of high school is required for accessing

post-primary education and is a minimum requirement for most jobs (U.S. Department of Education, National Center for Education Statistics, 2001) High school dropouts are more likely to be unemployed than high school completers (Caspi, Wright, Moffat and Silva, 1998, Miller, Mulvey and Martin, 1995).

Dropping out of school has multiple and complex reasons with the relative incidence of particular factors influenced by countries, situations and educational development, unsafe overcrowding and poorly equipped schools with inadequate trained teachers contribute to pupil dropout. Even in the best equipped schools in many developed countries they many not be able to keep students from dropping out where economic hardship or poverty is not the course. The ultimate decision to leave school happens when personal financial, home or employment problems concede with children lack of confidence in school. The school has the ability to give them adequate support (UNSECO, 2007).

According to the Ministry of Education MoE (2007) there are constraints in attaining the goals of Education for All (EFA) to realize vision 2030. The completion rates in secondary schools are low due to the dropout of the students. Reports by the MoE reveal that despite enormous gains on access in education, there are dropouts of students in secondary school and a decline in completion rates (MoEST, 2005). Table 1.1 shows enrolment by gender in secondary schools in Kenya.

Table 1.1

Enrolment in secondary school by gender 2008 - 2012 in Kathiani

	2008		2009		2010		2011		2012	
Form	M	F	M	F	M	F	M	F	M	F
1	272	257	290	265	350	329	410	389	525	486
2	251	226	259	258	310	298	369	345	487	438
3	210	100	201	167	285	216	302	286	452	405
4	97	76	105	96	169	125	321	216	403	376
Total	830	659	855	786	1114	968	1402	1236	1867	1705

Source: Ministry of Education, Kathiani District (2012)

From Table 1.1, we can easily point out that in all secondary school levels the proportionate loss between each successive year of schooling is great for both boys and girls (MoEST), 2005) at each level. Overall, only slightly more than half the students enrolled in form 1 proceeds to form 4. Currently, dropout rate is still a key area of concern at secondary school level (MoE, 2012).

According to Hunt (2008), Lewin (2008), Apiah and Adu-Yeboah (2009) cited in UNESCO (2010), there are often precursors to dropping out, where students could be seen to be at risk or vulnerable to early withdrawal. These include grade repetition, low achievement, overage enrollers and children who have regular absences or previous temporary withdrawals from school.

In Kenya, poverty seems to interact with other points of social disadvantage, together with institutional and home-based factors putting further pressure on vulnerable and marginalized to dropout out of school. Orphans, migrants, lower scheduled tribe children and children from minority language groups but not all contexts, have disrupted retention to education and are more prone to dropout (UNESCO, 2010). From the empirical evidences, it seems also evident that children whose parents have no education at all or have received low level of education, most probably, may not attend schooling for long. Nevertheless, children who seem to have experienced poor health or malnutrition and child labor terminate their schooling at an early age (UNESCO, 2010).

Young people in Kenya aged 16 and 17 years seem to have a higher proportion of school dropout. Most researchers indicate that the system of education provision at the community level generates conditions that seem to ultimately impact on the likelihood of children to dropout from school (MoEST, 2005).

Poor results, together with personal and family level factors, seem to jeopardize meaningful retention in education for many students. As a result, many children are registered in schools but fail to complete or progress and drop out of school because they seem to be demoralized and develop perceptions of how poor education will influence their lifestyle and career possibilities and life chances in the labor market (Chugh 2011). From the empirical evidence, dropout rates for the previous years per streams are as shown in Table 1.2.

Table 1.2: Dropout rates of Kathiani district 2008-2012

Year	2008	2009	2010	2011	2012
Form 2	0.136	0.103	0.104	0.106	0.109
Form 3	0.221	0.246	0.176	0.176	0.160
Form 4	0.255	0.269	0.299	0.308	0.311

Source: Kathiani District Education Office (2013).

From the Table, it is evident that the drop-out rates at Form 4 are so high, each year, compared to Form 2 and Form 3. The results indicate that when students reach Form 3 and Form 4 is when they really drop out of school. This is what reckons the need of this study to find out whether there institutional and home-based factors influencing students to drop out in Kathiani district for the past five years. However, there was also need to find out the drop out rates for the past five years from the neighbouring district, Kangundo. Table 1.4 below gives data on drop out rates for Kangundo district.

Table 1.3: Dropout rates of Kangundo district 2008-2012

Year	2008	2009	2010	2011	2012
Form 2	0.102	0.093	0.094	0.096	0.090
Form 3	0.101	0.106	0.176	0.178	0.160
Form 4	0.135	0.149	0.194	0.208	0.211

Source: Kangundo District Education Office (2013).

From the Table, it is clear that drop-out rates are still high at Form 3 and Form 4 just like in Kathiani district. However, what reckons the need for this study is the fact that the difference in drop out rates in Form 3 and Form 4, in both districts, are so high. Kathiani district has high figures of drop-out rates compared to Kangundo district.

1.2 Statement of the problem

Dropout rates in Kathiani district are very high compared to other neighbouring districts in Machakos county. For the past four years, even with the Government of Kenya coming up with efforts of implementing free secondary education; it is still evident that secondary school dropout rates are high in most counties in the nation. Throughout the country, it is clear that the number of children enrolled in schools has increased over time due to free day secondary education. The government of Kenya (GoK), with the support of donor agencies, Non-

governmental organizations (NGOs) and other collaborative partners, has strived to enhance the participation and access in education. However, the GOK has even set up policies and interventions to prevent drop out (UNESO, 2010).

Despite all these efforts, dropout rates still remain high in most secondary schools in Kenya. A significant proportion of students who start secondary school are not completing this cycle. Drop out across gender has continued to persist. Kathiani district like many other parts of Kenya experiences drop out of students in secondary schools. Hence, the problem being investigated is what institutional, home based, social-economic, and peer pressure factors influence drop out of students from day secondary schools in Kathiani district?

1.3 Purpose of the study

The purpose of this study was to investigate institutional and home-based factors influencing student drop-out in day secondary schools in Kathiani district, Machakos County.

1.4 Objectives of the study

The following were the guiding objectives of the study:

- i. To determine the influence of families' socio-economic backgrounds (culture, parental education, family economic status) on day secondary school students drop out in Kathiani district

- ii. To assess the factors related to peer pressure that influence students' drop out in day secondary schools in Kathiani district
- iii. To examine the extent to which government policy on funding of education influence day secondary school students' dropout rates in Kathiani district
- iv. To establish the institutional based factors influencing secondary school students' dropout rates in Kathiani district
- v. To come up with suggestions for mitigating students drop out among day secondary school students in Kathiani district

1.5 Research questions

From the objectives, the research questions to guide the study were formulated as follows:

- i. To what extent does family's socio-economic background (culture, parental education, family economic status) influence students drop out in day secondary schools in Kathiani district?
- ii. What are the related to peer pressure that influence students' drop out in secondary schools in Kathiani district?
- iii. How does government policy on funding of education influence students' dropout rates in day secondary school in Kathiani district?
- iv. What are other institutional based factors influencing day secondary school students' dropout rates in Kathiani district?

- v. What measures need to be put in place to mitigate students drop out among secondary school in Kathiani district?

1.6 Significance of the study

The study findings of this research would provide useful information to the students in the district and other stakeholders on the importance of retention and completion of the secondary school cycle. This information would assist education planners to design more effective strategies or interventions to the problem in schools. Parents and teachers, on the other hand would use the information from this study to guide boys and girls on completing their education. The study can also be used by other researchers who would want to carry out research in future.

1.7 Limitations of the study

The limitation might be the lack of adequate records kept on the students drop out, hence, causing delay in filling of questionnaires. This might cause varied responses from the respondents and hence could affect the findings. In most cases, day scholars live in close proximity to the school hence, the students can assist in identifying the drop outs for research purposes.

1.8 Delimitations of the study

According to Mutai (2000), delimitation addresses how a study can be narrowed in scope. In this study, the geographical area was delimited to Kathiani district in

Machakos county. The study was confined to only day secondary schools within the district. Boarding schools were not included since the factors that affect students in day schools are different from those that affect students in boarding schools. The study will also be delimited to headteachers, teachers and students. Parents and other stakeholders were not included in the study since it was deemed that headteachers, teachers and students would give the required information. The teachers and students from private schools were not the central focus of the study because the scope of this research was mainly on public secondary schools.

1.9 Basic assumptions of the study

The following were assumptions of this study:

- i. All respondents were to give information without bias.
- ii. Respondents would be capable of identifying factors influencing student drop-out in day secondary schools in Kathiani district.
- iii. The respondents will be available to fill the questionnaire

1.10 Definition of significant terms

The study gave definitions of significant terms as follows:

Access refers to availability of education at secondary school level for those eligible and meets the desired cohort.

Drop-out refers to any student who leaves school prematurely irrespective of his/her grade before completing secondary cycle.

Home based factors refer to family characteristics of a student for example family income, parent's education, single parenting, parental attitudes and family culture.

Institutional factors refer to school size, number of teachers, co-curricular activities, school organization and practices.

Peer pressure refers to the influence exerted by a peer group or student encouraging other students to change their attitudes, values or behavior in order to conform to group norms related to drop out.

Policies and interventions refer to government strategies that would help curb students' drop out or encourage those students who dropped earlier to return to school.

Retention refers to the continued stay of a student throughout the secondary school cycle.

Socio-economic background refers to influence of families' culture, parental education, families' economic status and number of siblings.

Stake-holders refer to those groups without whose support, the school would cease to exist, for example, teachers, head teachers, sponsors and parents.

1.11 Organization of the study

This study is organized in five chapters. The first one is the introduction which consists of the background the study, statement of the problem, the purpose of the study, objectives and research questions, significance of the study, limitations, scope of the study, assumptions and definition of the significant terms. The second chapter is on literature review which consists of introduction, family's social-economic background influencing students to drop-out, home-based factors influencing students to drop-out, effect of peer pressure leading to drop-out, extent to which the implementation of government policies and interventions influence student dropout rates, school-based initiatives to stem students drop out rates in Kathiani district, theoretical and conceptual frame work.

The third chapter describes the methodology that was used in the study under the following sub-headings: Introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. The fourth chapter is on data analysis, presentation and interpretation. The fifth

chapter gives the summary of the findings, discussion, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review in this chapter focuses on the family's social-economic background influencing students to drop-out, home-based factors influencing students to drop-out, and effect of peer pressure leading to drop-out. In addition, the study tried to establish the extent to which the implementation of government policies and interventions influence student dropout rates, and institutional factors initiatives to stem students drop out rates in Kathiani district.

2.2 Family's social – economic background and students' dropout

Students dropping out of secondary school before completion have become a challenge for teachers and educational planners. In many public secondary schools, students from low-income or ethnic minority families are highly dropping out something that has become problematic (Haycock & Huang, 2001) even as the nations' general educational level has increased (Aillow, 2003). Family's social-economic background may act against students' continuation in school (Chugh, 2011). Households' decisions to send the children to school or to discontinue their studies depend on the environmental, social and economic compulsions they are faced with (Chugh, 2011) as discussed.

2.2.1 Physical facilities in the household and students' drop out

Basing on Chugh (2011) the students living in the slums are devoid of basic infrastructural facilities like toilet and drinking water. Inadequate and poor quality of infrastructural and physical facilities negatively influences education of the students. According to McNeal (1999); Rumbergez and Larson (1998); and Pong and Ju (2000) cited in Chugh (2011), due to non-availability of water in the individual household, the students are at many times given the responsibility of collecting water from the river, the tanker or any other source available and hence consuming time for schooling. In addition, poor housing facilities do not provide the space for students to study in peace. For instance, if the electricity connection is not available, it is not possible for students to study at home in the evening or late night. Globally, these factors pointed out could be some of the predictors to students' drop out in public secondary schools.

2.2.2 Influence of households' monthly income on students' drop out

The direct and indirect costs of schooling can exclude some children from school. One of the most important direct costs underlying the process of drop out is school fees where these are levied (Hunter & May, 2002 cited in Chugh, 2011). Lack of money to buy essential school materials for children's schooling is likely to cause lack of enrolment in the first place and potentially high dropout at a larger stage (Ananga, 2011 cited in Chugh, 2011).

The social-economic status, most commonly measured by parental education and income, is a powerful prediction of school achievement and dropout behaviour of students (Bryk & Thum, 1989 cited in Chugh, 2011). High parental income allows them to provide more resources to support their children's education, including access to better quality schools, private tuitions and more support for learning within home. During the financial crisis, schooling of the students becomes the first casualty in poor households. In most developing countries, Kenya included, households pay for more than one quarter (28 percent) of the costs to send the students to secondary schools (UNESCO, 2010). This expenditure poses a very real barrier for students of poor families.

In Kenya, the dropout rates among the children of economically vulnerable families have gone up due to lack of resources to pay for the costs of education for their children that are not covered by the fee free educational policy (Ackers et al, 2001 cited in UNESCO, 2010). In families whose wage earnings of parents are low, children may be called to supplement household income either by working or by taking on other household responsibilities to free up other household members for work (Chugh, 2011). This is likely to increase the risk that children drop out from education since completion rates are low in poor households. Family income is linked to the affordability of education and as a result has a direct impact on whether children attend education. If children attend education, changes in the financial situation of parents, as reflected by the volatility of family income, may push some children out of education (Chugh, 2011).

2.2.3 Educational attainment of parents and students' drop out

The education level of parents also influences the continuation of students in school. Duryea and Ersado (2003) observe that parental education is one of the most consistent determinants of students' education. Basing on empirical evidences from nations of the world, Kenya included, higher parental education is associated with increased access to education, higher attendance rates and lower dropout rates (Grant & Hallman, 2006 cited Chugh, 2011). Parents, who have attained or certain educational level, might want their children to achieve at least the same level. Parents with low levels of education are more likely to have children who do not attend school. If they do, they tend to drop out in greater numbers and engage in more income generating activities than children of parents with high levels of education (Duryea & Ersado, 2003).

2.2.4 Family size and students drop out

Family size is another factor that influences students' schooling cycle greatly. Enyegue (2000) cited in Chugh (2011) states that in comparison to students with fewer siblings, students with more siblings tend to enroll later, repeat classes more often and drop out of school earlier. In addition, Enyegue (2000) states that with larger family size, the financial burden potential workload is greater, students are less likely to attend school and often drop out. If the family size is greater and parents do not have sufficient family monthly income to sustain children in school, then there is a likelihood of children dropping out of school.

2.5 Influence of peer pressure on student dropout

Peer pressure is a major factor that influences student drop out in schools. Failure of students to find positive social relationships in schools leads to drop out (Croninger & Lee, 2001). Croninger and Lee (2001) continue to observe that positive relationships between teachers and students and among students and a climate of shared purpose and concern have been cited as key elements in schools that hold students until graduation. Opiyo (2008) notes that with current social-technological changes and educational demands, counseling is a major concern for in-school youths to enable them plan and prepare for post secondary schooling. The socio-economic status of a student's neighbourhood is more associated with the probability of dropping out than adolescents' delinquent behavior, student attachment to school and parents, and parental control over adolescent behavior. Moreover, students in socio-economically distressed neighbourhoods feel that school completion offers little either to improve the quality of life in their neighbourhood or to provide mobility into a better one (UNESCO, 2010).

2.6 Government policies and interventions influencing dropout rates

Countries of the world have come up with policies and interventions designed to tackle dropout. These policies and interventions would influence some improvement in the dropout rates. However, the gap that this study seeks to research on is that dropout rates still remain in most countries despite the fact that policies and interventions have been set up.

Basing on Education for All (EFA) program, countries of the world have adopted Free Primary Education (FPE) and Free Secondary Education (FSE) to enable students complete their education. Besides, there are Constituency Development Fund (CDF), bursary scheme and also scholarships from Banks and other Development agencies to enable children from poor family background to complete their education (Republic of Kenya, 2007).

2.7 Suggestions for mitigating students' drop out in public secondary schools

The following are the institutional-based initiatives to stem students drop out rates in schools.

2.7.1 Expansion of secondary schools infrastructure

Globally, transition from primary to secondary school is usually pegged on the number of available spaces in secondary schools. Basing on the Sub-Saharan countries of the world, Kenya included, due to the limited number of schools, about half of the pupils completing primary schools lack opportunities to enroll in secondary education. In addition to shortage of school spaces, there seems to be uneven distribution of schools in some African countries, which increases difficulties of access in some areas. Basing on the GoK (2007) there is an envisioned growth in secondary school enrolment assuming a class size of 45 students. The number of classrooms required is projected to increase from 22,914 classrooms in 2008 to 41,649 in 2010 and 56,313 in 2015. This is based on the simulation results and the projected gross enrolment rate. It is also assumed that

the gross enrolment rate remains relatively high above 100%. And that in Arid and Semi arid lands gross enrolment increases from 22% to 45%.

2.6.2 Reducing cost of secondary education to households

Secondary school education attracts various categories of costs. These costs include; tuition and boarding fees, shouldered by the households and teachers' remuneration shouldered by the government. The government has put up mechanisms of reducing costs related to secondary school education by starting free secondary education and making CDF available to parents (GOK, 2008). Besides, other nations of the world are trying to allocate time between work and school (Chugh, 2011).

2.6.3 Partnerships and local resource mobilization

Globally, sustainable secondary education expansion requires building of sustainable partnerships and mobilizing of local resources. These resources can be accessed from local government organs (LGO), private sectors, and other development partners. Nowadays, in many African countries, Kenya included, financing of secondary education is a collective responsibility of parents, communities and the government. Currently, the government of Kenya channels funds to schools in form of CDF to develop school projects (GOK, 2008).

Partnership and capacity building have become popular strategies between intermediary nongovernmental organizations (NGOs) and the GoK (GoK, 2006). Resource mobilization perspective of collective political action is developed as a

synthetic model specifying the characteristics of local neighborhoods that affect their capacity to mobilize resources in local community organizations to engage in secondary education.

2.7 Summary of literature review

Literature review in this study dealt with family's social-economic, home-based, school-based and peer pressure factors influencing students to drop out of school. Besides, the literature review also based on the extent to which government policies and interventions have been implemented to check on dropout rates and school-based initiatives to stem students drop out rates. Finally, the study is anchored on the retention theory by Seidman (2005) whose ideas have been conceptualized to highlight the complexity of factors influencing drop out of students.

The study borrows from Seidman (2005) Retention theory which anchors on the view that although institutions' fiscal stability continues to be a major concern, there is a notion of global competitiveness and government support to provide a new impetus for schools to be interested in student retention. This theory is supported by Hossler (2005) who states that stagnant persistence and completion rates of students matter for both the school and society in general. According to Seidman (2005), students who do not accomplish their personal and academic goals will surely become a burden to society. Similarly, he (Seidman, 2005)

argues that students who do not complete school might, on average, have lower earnings in future.

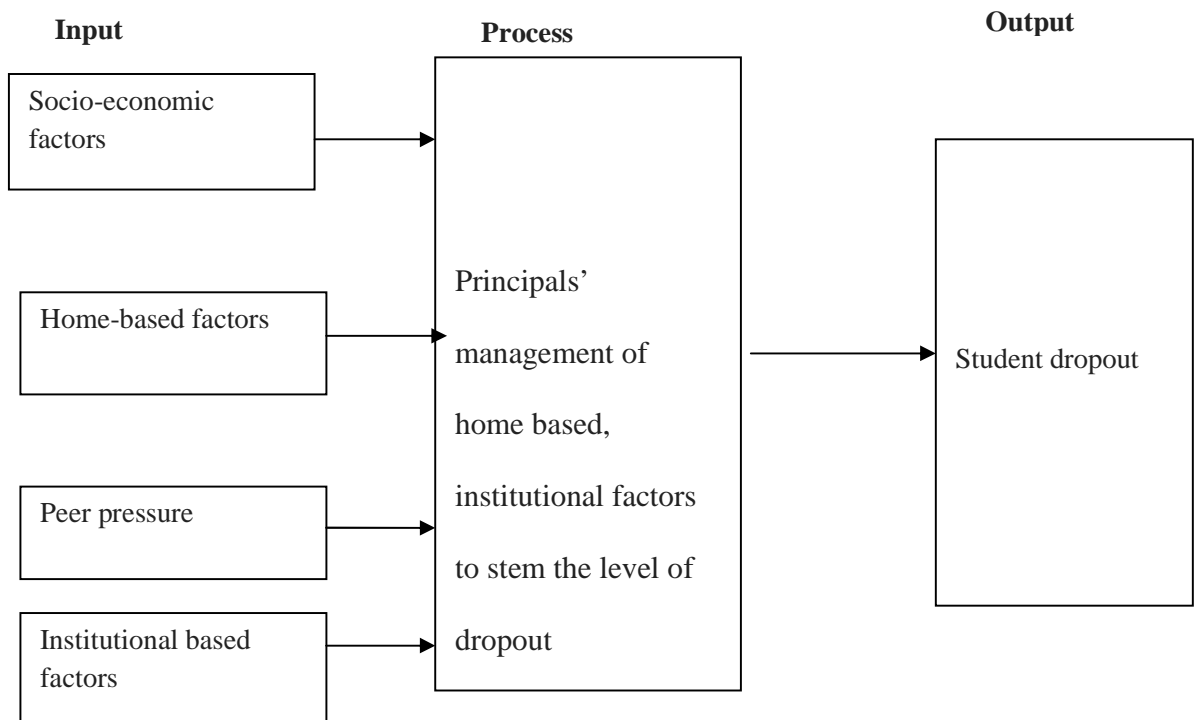
2.8 Theoretical Framework; Retention theories, models and concepts

The drop out of students from school over a given period of time reflects the impact of various social-economic, home-based, school-based and peer pressure factors, originating from the community and homes/families of the students. These factors influence the drop out of students directly by influencing the students' decision to drop from school, or that of the parent to withdraw the student from schooling. These variables also indirectly influence the drop out of students by negatively affecting their education achievements in school (attendance, learning and academic performance in examinations), this in turn influences drop out of students. This conceptualization highlights the complexity of factors influencing dropout of students; most variables are interrelated and influence each other. Some of the variables influence the drop out directly and indirectly through their impact on the school achievement of the students.

2.9 Conceptual framework

The conceptual framework for this study is as shown in figure 2.1.

Figure 2.1 Relationship between variable in institutional and home based factors influencing students drop out



The drop out of students from school over a given period of time depends so much on the impact of various social-economic home-based, school-based and peer pressure factors, originating from the community and homes or families of the students. These factors influence the drop out of students directly by influencing the students' decision to drop from school, or that of the parent to withdraw the student from schooling. Head teachers and teachers at school play a vital role of making the student complete or not to complete school. They do this by offering guidance and counseling to students seeking ways for the school to

provide bursary for the needy students. These independent variables also indirectly influence the drop out of students by negatively affecting their education achievements in school (attendance, learning and academic performance in examinations), this in turn influences drop out of students. This conceptualization highlights the complexity of factors influencing dropout of students; most of these independent variables are interrelated and influence each other.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology in this chapter focuses on the following; introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

The study adopted descriptive survey research design. According to Robson (2003), descriptive survey design presents people's profile, events or situations. Best and Kahn (2006) also note that descriptive survey design seeks to determine people's opinions, attitudes and ideas. This study therefore sought to determine institutional and home based factors that contribute to dropout of boys and girls in secondary schools. It gathered people's opinions, attitudes and ideas on school dropout, and their willingness to give possible ways to deal with school dropout.

3.3 Target population

The study targeted 14 day public secondary schools in Kathiani district in Machakos County with a total population of 126 teachers and 2660 students

(Kathiani District Education Office, 2013). The study targeted only public day secondary schools because they are controlled by the government.

3.4 Sample size and sampling techniques

The credibility of this research study was judged by the size of the sample. In choosing a sample size, this study focused on an optimum of at least 14 day secondary schools based on a confidence level of 95 percent and the significance level of 5 percent (Kothari, 2004). The selection of students and teachers based on simple random sampling technique to select 40 teachers and 260 students Mugenda and Mugenda (1999). The teachers included the form four class teachers, the guidance and counseling teacher and the deputy principal. Eighteen (18) students will also be selected per school. All 14 head teachers participated in the survey. A total of 314 respondents participated in the survey.

3.5 Research instruments

The main instruments for collecting data during the research study were: head teachers', teachers' and students' questionnaires. The questionnaires were divided into five parts. Part (I) gathered data on head teachers', teachers' and students' demographic information. Part (II) gathered data on head teachers, teachers and students views on institutional and home based factors contributing to drop out in public secondary schools. Part (III) and (IV) were based on the extent to which government policies and interventions to prevent dropout have been implemented

in public secondary schools. Part (V) gathered data on suggested possible measures of enhancing retention of students in public secondary schools.

3.5.1 Instrument validity

The study employed content validity because it addresses important variables that influence the questionnaires. The study assumed valid responses from individuals who might be interested in the topic of study by filling in the questionnaires (Ary; Jacobs et al., 2006). The content validity was also be established by supervisors who rendered judgment at the quality of the teachers' and students' questionnaires by looking at the content of the items. In addition a pilot was carried out before the final study.

3.5.2 Instrument reliability

To attain instrument reliability the raw scores for teachers and students questionnaires were summarized, corded, edited and then the information analyzed to reveal the essence of data. The open and closed ended questions were analyzed qualitatively and quantitatively respectively. The results from the questionnaires were then used to calculate the reliability using Pearson Product Moment Correlation Formula (Best & Kahn, 2006).

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

Test retest technique was then used where the respondents were required to fill in the questionnaires for the first time and after a given period of time they were tested again and then the information from the first test was correlated with the second test (Orodho, 2003). The correlation coefficient was then adjusted using Spearman Brown Prophecy Formula (Best & Kahn, 2006).

$$r = \frac{2r}{1+r}$$

The instruments revealed a correlation coefficient of 0.743 hence were deemed as reliable.

3.6 Data collection procedures

Research authorization letter sought from the National Council of Science and Technology (NCST). A copy of the permit was submitted to the DEO, Kathiani district. The researcher visited the selected schools, created rapport with the respondents and explained the purpose of the study and then administered the questionnaire to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected once they had been filled in. Research permit from the national council for science, technology and innovation (Nacosti) provided more details.

3.7 Data analysis techniques

Both raw qualitative and quantitative data from the field were summarized, coded and edited to reveal the essence of data (Kombo & Tromp, 2006). Data was then analyzed both manually and by use of Statistical Package of Social Sciences (SPSS) (Fraenkel & Wallen, 2006).

Graphic illustrations in the form of tables and figures were used to represent the data and resulting findings. Data gathered was coded for analysis. This was done after editing and checking out whether all questionnaires had been filled in correctly. This was then entered in the statistical package for social sciences (SPSS) software for windows from which descriptions such as percentages (%) and frequencies (f) were used to answer the research questions. Qualitative data was analyzed by thematic analysis that was the analysis of the main themes found in the study and analysis of the contents within the themes presented. The results were tabulated for ease interpretation. The major themes and patterns in the responses were identified and analyzed to determine the adequacy, usefulness and consistency of the information.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter gives a detailed analysis of the research findings followed by interpretation of the same. In this study, three types of questionnaires were used to collect data from the respondents. These were the headteachers' questionnaire, class teachers' questionnaire and Form Four students' questionnaire. The findings were then tabulated. Responses of a particular type of questionnaire were treated as a single stratum regardless of their variations in terms of gender experience and students' level of education.

4.2 Questionnaire return rate

A total of 14 headteachers' questionnaires were issued to the respondents and all were returned. For the class teachers, forty (40) questionnaires were issued and 38 were returned back, representing 95.0%. For the Form Four students 260 questionnaires were issued and 250 were returned back, giving a total of 96.2%. The data collected was tabulated as per the questionnaire systematically covering all the times as per the research objectives.

4.3 Demographic data of the respondents

It was essential for the study to gather data on the headteachers and class teachers' background in terms of gender, years taught after completing college and years taught in the current school. These would directly or indirectly influence student dropout in day secondary schools. The following section presents the demographic data of the respondents.

4.3.1 Gender of the headteachers and teachers

Gender was considered important in this study because it could negatively or positively influence student dropout in Day Secondary Schools.

Table 4.4: Distribution of head teachers and teachers by gender

Gender	Headteachers	%	Classteachers	%	Total	%
Male	8	57.1	20	52.6	28	53.8
Female	6	42.9	18	47.4	24	46.2
Total	14	100.0	38	100.0	52	100.0

Table 4.4 shows that the respondents for this study were predominantly male headteachers and class teachers. Out of 52 respondents, 53.8% were male head teachers and class teachers. One gender dominating in a given school can affect students in one way or another especially when it comes to matters of guidance and counseling that would call for a male or female teacher or both.

4.3.2 Duration that head teachers and class teachers had taught after graduation

The study sought to find out the duration that headteachers and class teachers had taught after college. Years taught after college was also another factor to consider in this study. Respondents' years having taught since college would determine their teaching experience and how they could deal with the issues of students dropping out of school. Data were collected and tabulated as shown in Table 4.5.

Table 4.5: Headteachers' and teachers' responses on years they had taught after graduation

Years taught after graduation	Head Teachers	%	Teachers	%
1-5	1	7.1	-	-
6-10	2	14.3	4	10.5
11-15	1	7.1	4	10.5
16 and above	10	71.5	30	97.0
Total	14	100.0	38	100.0

The results from Table 4.5 indicate that majority of the head teachers (71.5%) and class teachers (97.0%) had taught for 16 and above years since they left college. It was an Indicator that they at least had an experience in the field of teaching. Teachers' experience could assist in identifying indicators to student drop out and in finding remedies. The data implies that over 90% of the teachers and head teachers had taught for

six years. This duration is deemed as adequate for teachers to have gained experience in teaching and school management and is able to provide information on the institutional and home based factors that influence students' drop out.

4.3.3 Headteachers' and teachers' years of teaching in their current schools

Headteachers' and teachers' years of teaching in a particular school was found to have an influence on the dropout of students from school. Therefore, the study was to establish whether this actually was a contributing factor to the dropout of students in day secondary schools in Kathiani district. The results were then tabulated as shown in Table 4.6.

Table 4.6: Teachers' and headteachers' responses on the number of years of teaching in school

No. of yrs in school	Head Teachers	%	Teachers	%
1-5	8	57.1	20	52.6
6-10	5	35.7	12	31.6
11-15	1	7.2	4	10.5
16 and above	-	-	2	5.3
Total	14	100.0	38	100.0

From Table 4.6, a good percentage of headteachers (57.1%) and teachers (52.6%) had just taught for 1-5 years in the current school. Teachers' experience could assist in identifying indicators to student drop out and finding remedies. This was a clear indicator that they were still setting and adapting to the trend of their schools in accordance to the strategies they had developed. The data implies that teachers and headteachers had a considerable teaching experience in the current school to provide information on the institutional and home-based factors influencing students drop out.

4.3.4 Duration of service as class teacher

The class teachers were asked to indicate the duration they had been class teachers. The data is presented in Table 4.7

Table 4.7: Duration as class teachers

Duration	Teachers	%
1-5	10	26.3
6-10	7	18.4
11-15	21	55.3
16 and above	-	-
Total	38	100.0

Table 4.7 indicates that at least a good percentage of class teachers (55.3%) had served for 11 to 15 years. Class teachers therefore had good information on factors contributing to the dropout of students in day secondary schools in Kathiani district.

4.3.5 Type of school

Type of school was another factor to consider. Type of school in one way or another might influence the dropout of students. Data were collected and results tabulated in Table 4.8.

Table 4.8: Type of school

Type of school	Headteachers	%	Students	%
Mixed day	9	64.3	200	80.0
Mixed day and boarding	5	35.7	50	20.0
Total	14	100.0	38	100.0

From Table 4.8, majority of the headteachers (64.3%) and students (80.0%) indicated that most day secondary schools in Kathiani district were mixed day as compared to mixed day and boarding as indicated by headteachers (35.7%) and students (20.0%). Students in day schools would be faced with many challenges compared to those in boarding schools and could easily give up along the way if not guided well and given support by both teachers and parents. Some parents even tend to involve these students so much in family chores. Where the family

income is too low, these students go out to do some work to get money to sustain them. This leads to chronic absenteeism which is key to drop out.

4.4 Influence of family's social-economic background on students' dropout

Family's social-economic background may affect students' continuation in school. Households' decisions to send the children in school or to discontinue their studies depend on the environmental, social and economic compulsions they are faced with. These are physical facilities in the household, monthly income of the household, educational attainment of parents and family size. It was therefore necessary for the researcher to collect data from the respondents and establish whether some of these stated factors had an influence on the dropout of students in Kathaini district.

4.4.1 Family size

Family size is one of the factors that influence students' schooling cycle greatly. The researcher was to find out how many siblings did the respondent have. Data on family size is presented in Table 4.9.

Table 4.9: Students’ response to number of children in the family

No. of children	Students	%
0-2	35	14.0
3-5	120	48.0
6-8	80	32.0
Above 8	15	6.0
Total	38	100.0

Results from Table 4.9 indicate that most students indicated the number of siblings in their families to range between 3-5 (48.0%) and 6-8(32.0%). This could be a contributing factor to their dropout in schools. This is because when the number of children in a family is large, parents may not be in a position to fend for them and providing school requirements hence they are likely to drop out of school. Family size is one of the home-based factors influencing student drop out. Given the fact that these students are in day schools, most probably, parents could be facing some financial problems. If the parent is not stable financially, therefore, the children could easily drop out of school.

4.4.2 Number of siblings and level of school completed

The researcher went further to find out how many of the students’ siblings have completed school and up to what level. Data collected were tabulated in Table 4.10.

Table 4.10: Number of siblings and level of education completed

No. of children	Students	%
Primary school	140	56.0
Secondary school	90	36.0
College and university	20	8.0
Total	250	100.0

From Table 4.10, the results clearly indicates that most students (56.0%). stated that their brothers and sisters completed only primary school. A good number stated that their brothers and sisters completed secondary schooling (36.0%). Very few indicated that their sisters and brothers had completed tertiary college and university (8.0%). This is clear indicator that parents could be financially challenged and students have to drop out of school at an early age to fend for themselves and their siblings. The data shows majority of the children were reported to have completed primary school. It implies that these children are not able to be models to other pupils in the family and hence it may appear as a norm that reaching primary school level is fine.

4.4.3 Number of children in the family who dropped school

The researcher went further again to find out from students the number of children in their families who had dropped schooling. The results were tabulated in Table 4.11.

Table 4.11: Students’ response on the number of children in the family who dropped out of secondary school

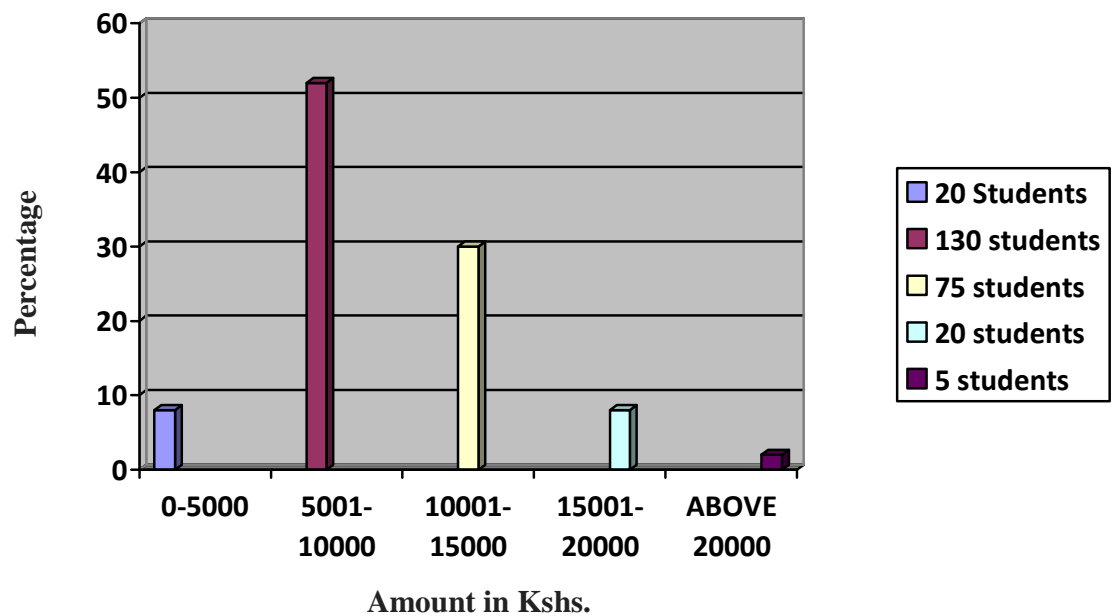
No. of children dropped	Students	%
1-3	150	60.0
4-7	40	16.0
Above 7	-	-
None	60	24.0
Total	250	100.0

From Table 4.11, a good percentage of students (60.0%) indicated that at least 1-3 of their children didn’t complete secondary school. a few others (16.0%) also stated that at least 4-7 of their children had dropped out of secondary school. This was a clear indicator that there were students dropping out of secondary school in Kathiani district. This is clear indicator that parents could be financially challenged and students have to drop out of school at an early age to fend for themselves and their siblings.

4.4.4 Monthly income of household

Students were asked to state their family's monthly income. This was because monthly income of a family would be a powerful prediction of school achievement or dropout of students. Data were collected and results tabulated in Figure 4.2.

Figure 4.2: Family income per month

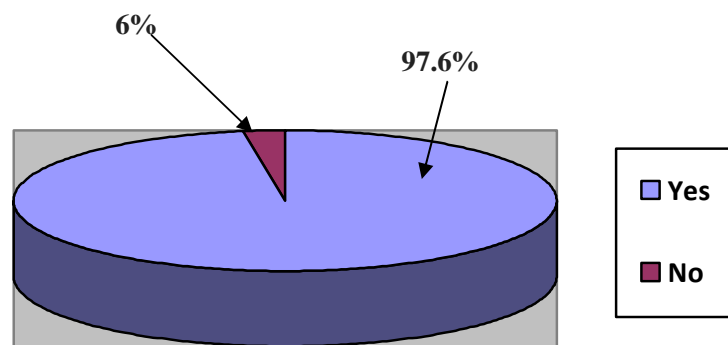


The results from Figure 4.2, shows that majority of the students came from families where monthly income was in the range of Kshs. 5000-10000 (52.0%) and Kshs. 10001-15000 (30.0%). Families with a reasonable monthly income would be in a position to support their children complete secondary school. Data showed that families had relatively low income which may hinder them from providing school needs for their children.

4.4.5 Parental academic support to the student

Students were asked also to indicate if their parents or guardians give support in their education. Their results were tabulated in Figure 4.3.

Figure 4.3: Students' response on parental support



From the Figure majority 97.6% of the students indicated that they receive support from parents and guardians. Parental support enables students to acquire quality education, including access to better quality schools, remedial learning and more support for learning within home. During the financial crisis, schooling of the students becomes the first casualty in poor households. This may hence lead to students dropping out.

4.4.5 Other socio-economic factors influencing students' dropout

Students, teachers and headteachers were required to state reasons that makes a student to be absent from school. Absenteeism is a key indicator for student dropout from school. The researcher was to establish reasons for absenteeism by tabulating data from respondents in Table 4.12.

Table 4.12: Reasons for students' absenteeism

Reasons for absenteeism	Headteachers	%	Teachers	%	Students	%
Helping at home	1	7.1	7	18.4	34	13.6
Helping in the shamba	3	21.4	6	15.8	28	11.2
Sickness	1	7.1	3	7.9	25	10.0
Caring for siblings	5	35.7	15	39.5	130	52.0
Engaging in casual work	-	-	-	-	2	0.8
Caring for sick relatives	4	28.7	7	18.4	31	12.4
Total	14	100.0	38	100.0	250	100.0

The findings from the Table indicate that there were several reasons leading to students' absenteeism in day secondary schools in Kathiani district. Some of the mainly cited reasons by head teachers (35.7%), teachers (39.5%) and students (52.0 %) were caring for siblings. The data shows that students were likely to drop out of school to assist parents or to look after their siblings as parents go for work.

4.5 Factors related to peer pressure leading to student dropout in secondary schools

Peer pressure is a major factor that influences student dropout in schools. Failure of students to find positive social relationships in schools leads to dropout. The study was to assess the relationships between teachers and students and among students themselves and data recorded in Table 4.13.

Table 4.13: Factors related to peer pressure leading to student dropout in secondary schools

Factors	Headteachers	%	Teachers	%	Students	%
Mistreatment by teachers	-	-	1	2.6	5	42.0
Family attitude and beliefs	2	14.3	4	10.5	60	24.0
Pregnancy for girls	5	35.7	10	26.3	60	24.0
Harassment by colleagues	-	0.0	2	5.3	5	40.0
Indiscipline cases	4	28.6	15	39.5	100	2.0
Discriminated at home and school	-	-	-	-	-	-
Students negative attitude towards class work	3	21.4	6	15.8	20	8.0
Total	14	100.0	38	100.0	250	100.0

The results from Table 4.13 show that there were some factors as a result of peer pressure contributing to students' dropout. Majorly cited factors were indiscipline cases, indicated by 28.6% for headteachers, 39.5% for teachers, and 40.0% for students. Besides, headteachers (35.7%), teachers (26.3%) and students (24.0%) indicated pregnancy for girls to be a factor for students' dropout. These effects stated were found to have a significant role to students' dropout. Indiscipline cases are indicators of student drop out and this could be one of the major factor in Kathiani district.

4.6 Institutional factors that influenced students' dropout rates

Having looked at socio-economic factors influencing students' dropout rates in Kathiani district, it was also necessary for the study to look at institutional factors influencing students' dropout. Institutional factors that make students not to carry out their studies well in school could be a contributing factor to dropout. Data were collected and then tabulated in Table 4.14.

Table 4.14: Head teachers’ and teachers’ response on institutional factors influencing students’ dropout

Institutional factors	Headteachers	%	Teachers	%
Poor performance of the school	2	14.3	5	13.2
Repeating of classes	1	7.1	2	5.3
Student absenteeism	4	28.6	6	15.8
School levies	6	42.9	18	47.2
Students’ transfer to other schools	-	-	2	5.3
Inadequate learning facilities	1	7.1	5	13.2
Total	14	100.0	38	100.0

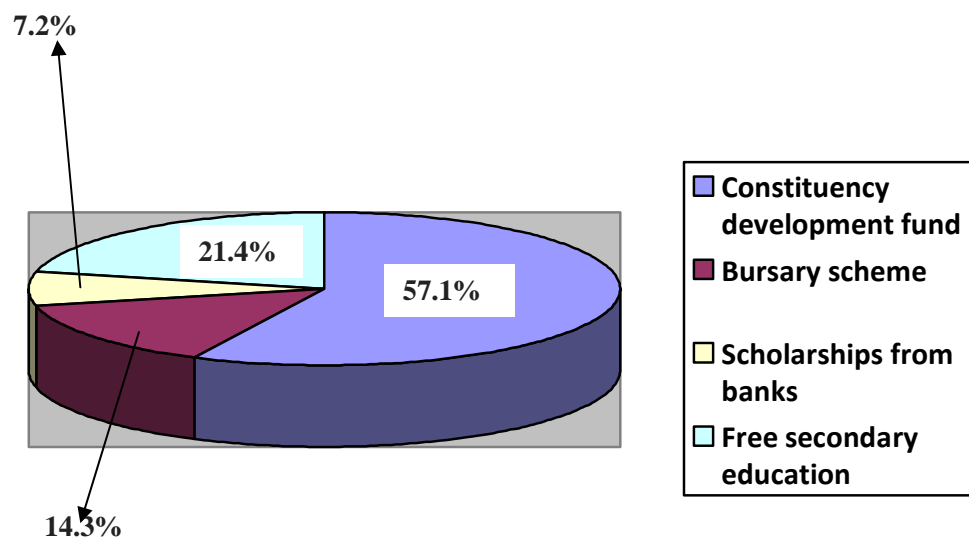
From Table 4.14, the results indicate that 42.9% of headteachers and 47.2% of teachers reported that school levies majorly contributed to school drop out. It was followed by student absenteeism which was reported by 28.6% headteachers and 15.8% teachers. The data shows that there were several school factors that influenced school drop out. Schools experiencing such factors would lead to students’ drop out.

4.7 Influence of government interventions student dropout

It was vital for the study to determine how government interventions would influence students’ dropout rates. The study was to find out which strategies have

the government adopted to enable students complete secondary school education. The findings from headteachers were tabulated in Figure 4.4.

Figure 4.4: Headteachers’ response of government policies, strategies and interventions.



From Figure 4.4 headteachers’ responses show that at least a fairly good percentage of students (57.1%) are supported by CDF. Data shows that the government had put several interventions in school to avert school drop out. The data further indicates that beside such interventions, there were cases of drop out of students.

4.8 Respondent’s suggested possible measures to mitigate dropouts

Another issue that the study sought to identify was about the suggested possible measures to curb dropout of students in day secondary schools in Kathiani

district. The class teachers, headteachers and students were asked on how to curb dropouts and the findings were as shown in Table 4.15.

Table 4.15: Headteachers and teachers suggestions on possible measures to mitigate dropouts

Suggestion	Headteachers	%	Teachers	%	Students	%
Offering guiding and counseling	3	21.4	15	39.4	40	16.0
Starting feeding programmes in school	2	14.3	4	10.5	40	16.0
Offering bursaries to needy students through CDF	3	21.4	12	31.6	80	32.0
Sensitizing parents on the need to educate all children	2	14.3	3	7.9	20	8.0
Employment of qualified teachers by TSC	2	14.3	2	5.3	40	16.0
Implementation of government policy on Education for All in school	2	14.3	2	5.3	30	12.0
Total	14	100.0	38	100.0	250	100.0

From Table 4.15, the results indicate that headteachers (21.4%), teachers (31.6%) and students (32.0%) agreed that there was need of offering bursaries to needy students if dropout has to be curbed. Solutions to curb drop out from school could enable education planners allocate resources to students enabling them complete school. Also, finding solutions calls for support from all stakeholders involved, hence curbing drop out.

4.9 Summary of the chapter

The chapter was out to establish whether the variables under study would show the institutional and home-based factors influencing dropout of students in day secondary schools in Kathiani district. Data analysis established that some students in day secondary schools in Kathiani district dropout due to fee problems, family background problems and for others, peer pressure. The study, however, showed that there were other socio-economic factors leading to dropout of students. It also established that teachers, headteachers and students suggested giving of CDF bursaries to needy students, offering guidance and counseling to vulnerable students, sensitizing parents on the need for educating all children and providing feeding programmes to needy students in schools in hardship places.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter provides the summary of the study, conclusions and recommendations of the study. The study also offers suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate institutional and home-based factors influencing student drop-out in day secondary schools in Kathiani district, Machakos County. Five research objectives were formulated to guide the study. Research objective one sought to determine the influence of family's socio-economic background (culture, parental education, family economic status) in secondary school students drop out. Research objective two sought to assess the influence of peer pressure on student drop out in secondary schools. Research objective three aimed at examining the extent to which government policy on funding of education influence secondary school students' dropout rates in Kathiani district, research objective four sought to establish the institutional based factors influencing secondary school students' dropout rates in Kathiani district while research objective five aimed at coming up with suggestions for mitigating students drop out among secondary school students in Kathiani district. The study

used descriptive survey design. The sample comprised of 40 teachers, 260 students and 14 head teachers. Data were gathered by use of questionnaires. Data were analysed by use of qualitative and quantitative techniques.

5.3 Summary of the findings

The first objective was to determine the influence of family's socio-economic background in secondary school students' dropout in Kathiani district, Machakos County. The respondents' opinions indicate that family's socio-economic background may increase students drop out in school. For example students indicated the number of siblings in their families to range between 3-5 (48.0%) and 6-8 (32.0%). Thus when the number of children in a family is large, parents may not be in a position to fend for them and provide school requirements, hence they are likely to drop out of school. Most students (56.0%) stated that their brothers and sisters completed only primary school hence did not present a good role model to other siblings. The findings show that the household's income influenced decisions to send the children to school or to discontinue their studies depends on monthly income of household, educational attainment of parents besides household income and family size. For example, majority of the students came from families where monthly income was in the range from Kshs. 5,000 to 10,000 (52.0%) and Kshs. 10,001 to 15,000 (30.0%). Majority of class teachers and headteachers viewed the above stated factors to have a great influence to students' dropout in day secondary schools.

Findings on the second research objective on the effect of peer pressure on students' dropout in secondary schools indicated that peer pressure is one of the major factors that influences student dropout in schools. According to student respondents, 24% of girls succumb to pregnancy and 40% of students to harassment by colleagues. This clearly indicates that 74% of the girls did not succumb to pregnancy and 60% of the students did not succumb to harassment. For example majorly cited effects were; indiscipline cases, indicated by 28.6% for headteachers, 39.5% for teachers, and 40.0% for students. Besides, headteachers (35.7%), teachers (26.3%) and students (24.0%) indicated pregnancy for girls to be a factor for students' dropout. It was noted that indiscipline cases and pregnancy among girls have a significant role to students' dropout. In addition, teachers and headteachers identified other issues to be family attitudes and beliefs, and students' negative attitude towards class work.

Findings on the of government policies influence students' dropout indicated that principals and teachers agreed that despite government policies and interventions to curb dropout, the dropout rates still remain high in many day secondary schools in Kathiani district, Machakos county. The late disbursement of free secondary education funds (FSE) to schools causes the parents to shoulder the cost of tuition and lunch until disbursement is complete. At the same time bursary allocations for day schools are lower than boarding schools who benefit from the Ministry of Education bursary fund which is a higher monetary allocation than to local county council allocations. Day schools also have lower student populations, hence the

impact of the bursary allocations is less. However, they stated that the government of Kenya has employed the strategy of Constituency Development Fund to assist needy students.

Findings on the institutional factors influencing students' dropout revealed that there were several institutional factors that make students not to carry out their studies well in school. The response from class teachers and headteachers cited poor performance of the school, lack of school fees and absenteeism of students to be the major factors influencing student's dropout. For example, 42.9% of headteachers and 47.2% of teachers reported that school levies majorly contributed to school drop out. It was followed by absenteeism which was reported by 28.6% headteachers and 15.8% teachers. Besides, teachers, students and headteachers suggested for the provision of bursaries for the needy students. In addition, they suggested for guidance and counselling to be provided to students in school for a change in attitude to accept work on school campus with their earned income applied to school fees, and to allow parents to work on school campus with their income applied to school fees.

Seidman (2005) cites the students who do not accomplish their personal and academic goals will surely become a burden to society. He further adds that students who do not complete school might have lower earnings in the future. According to the findings of this study, if students succumb to peer pressure and if families are unable to pay school levies and if government does not implement the proper interventions and if the institution itself does not perform properly,

students will drop out of school and, therefore, become a burden on society or, at the very least, have incomes lower than those available to students who do not drop out of school.

5.4 Conclusions of the study

Based on the findings, it was concluded that:

- i. Family's socio-economic background could act against students' continuation in school. Some of these social and economic compulsions arrived at were: monthly income of household and family size. Families with high income provided more resources to send their children to school.
- ii. Head teachers' and teachers' provision of guidance and counselling to students would enable them complete the four years in secondary school. Through guiding and counseling also most girls would achieve their dreams in life by avoiding early pregnancy.
- iii. Poor performance of the school, repeating of classes, absenteeism, lack of school fees, transfer to other schools and inadequate learning facilities could lead to dropout.
- iv. Constituency Development Funds, bursary schemes and free day secondary school tuition to be provided by the government should curb dropout.

5.5 Recommendations of the study

Basing on the already stated findings and conclusions, the study recommended the following;

- i. Parents to offer full support to their students and also to work hand in hand with teachers to curb issues of absenteeism and enable students complete school.
- ii. Day schools to be equipped with adequate teaching and learning resources to enable students complete school.
- iii. The government initiative in decentralizing and reviewing bursary funds management to constituency level should be closely monitored. Clear guidelines should be developed to ensure efficiency and effectiveness in order to increase access to secondary education.
- iv. To address income in inequalities in the society, a special assistance scheme and preferential policies should be developed to target vulnerable groups such as students from marginalized communities, students with special needs and orphaned and vulnerable children.

5.4 Suggestions for further research

The following are the suggested areas for further research;

- i. The role Ministry of Education and other collaborating partners to curb dropout in public secondary schools in Kenya. This could enable in identifying more ways of funding students to complete school.

- ii. The relationship between educational level of the parents and the level of educational attainment of the children.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Annastasia Kakuvi Mutinda,
Department of Educational Administration and Planning
University Of Nairobi
P.O. BOX 30197
Nairobi

Dear Sir/Madam

Re: Research project

I am a post-graduate student at the University of Nairobi pursuing a master's degree in Planning and Educational Administration. I am carrying out a research on **'A study of institutional and home-based factors contributing to school drop-out in day secondary schools in Kathiani District, Machakos County'**. The findings in this study are purely for academic purposes in education and possibly put measures in place to improve the current situation. I therefore kindly request you to participate in the study by filling the questionnaires as honestly as possible and to the best of your knowledge. You are therefore asked not to indicate your name or any other form of identification. Confidentiality of respondents is highly respected. Your cooperation will be highly appreciated.

Yours faithfully,

Annastasia Kakuvi Mutinda

APPENDIX B

QUESTIONNAIRE FOR THE HEAD TEACHER

The purpose of this questionnaire is to collect data on the institutional and home-based factors causing drop out among students in Kathiani district. Your school has been sampled to take part in the survey.

Instructions

- a) Please do not write your name on the questionnaire.
- b) The information you will give be treated with confidentiality.
- c) Kindly provide answers to the questions as honestly and precisely as possible.
- d) Indicate your choice by a tick (✓).
- e) Kindly answer all the questions.

SECTION A: Background Information

1. What is your gender.

Male Female

2. For how long have you taught since you left college/university? (in years)

a) 1- 5 b) 6 – 10 c) 11 – 15 d) 16 and above

3. For how long have you performed your duties as the head teacher in this school? (in years)

(a) 1-5 b) 6-10 c) 11 – 15 d) 16 and above

(b) Indicate with a tick (√) the type of your school.

(i) Mixed day and boarding

(ii) Mixed day

4. What is the total number of students currently enrolled in your school?

5. How often do the parents/guardians consult about their children education?

a) Quite often c) Sometime

b) Rarely d) Not at all

6. What are some of the reasons why students in your school are absent from school? (You may tick more than one answer).

a) Helping at home

b) Helping in the shamba

c) Sickness

d) Caring for the younger siblings

e) Engaging in casual work

f) Caring for sick relatives

g) Others specify _____

7. Do your students pay school fees promptly?

Yes

No

If no, what happens to those who do not pay on time?

a) Given time to pay

b) Parents summoned to school

c) Sent home

d) Others specify _____

8. Other than school fees, what other monies are students required to pay per year?

- a. PTA/Development fund
- b. Meals
- c. Remedial teaching
- d. Others specify

9. How many times per term do you interact with the students in your school?

- a. Very frequently
- b. Frequently
- c. Rarely
- d. Never

10. Have the students ever complained about mistreatment from their teachers during class time? Yes No

If yes, what were the reasons for mistreatment and approximately how many students?

Mistreatment	Number
a)	
b)	

c)	
d)	

11. Have the students ever complained about mistreatment from other students within the school?

Yes No

If yes, what were the reasons for mistreatment and how many were the victims?

Mistreatment	Number
a)	
b)	
c)	
d)	

12. Does your school have a pass mark for the students?

Yes No

If yes, what happens to those students who fail to attain the set pass mark?

- a) Do supplementary exams
- b) Repeat
- c) Mistreatment by teachers

d) Other specify _____

13. What are some of the causes that make students drop out of school? You may tick more than one answer.

- a) Poverty
- b) Poor performance
- c) Mistreatment by teachers
- d) Mistreatment by other students
- e) Pregnancy
- f) Family factors/problems
- g) Belief that education is costly and waste of one's time for marriage
- h) Others specify _____

14. Which class has indicated the highest number of dropouts by students?

Class	Number
Form 1	
Form 2	
Form 3	
Form 4	
Total	

15. In your own opinion what measure can be taken to curb the drop outs of students in Kathiani district?

- a) _____
- b) _____
- c) _____

Thank you very much.

APPENDIX C

QUESTIONNAIRE FOR FORM FOUR CLASS TEACHERS

The purpose of this questionnaire is to collect data on the cause of drop out among students in Kathiani district. Your school has been sampled to take part in the survey.

Introduction

- a. Please do not write your name on the questionnaire.
- b. The information you will give will be treated with confidentiality.
- c. Indicate your choice by a tick (✓).
- d. Kindly answer all the questions.

SECTIONS A: Background Information

1. What is your gender?

Male

Female

2. How long have you taught since you left college/University? (in years)

(a) 1-5

b) 6-10

c) 11-15

d) 16 and above

3. For how long have you taught in this school? (in years)

(a) 1-5

b) 6-10

c) 11-15 d) 16 and above

4. For how long have you performed the duties of a class teacher?.....years.

SECTION B: Issue related to students drop outs from secondary school.

5. How many students were admitted in your class in form one?

6. How many of the original number of students admitted in form one are currently in form four?

7. If many students are currently in form four classes?

8. If the number of students is less, what caused the difference?(Tick (√) appropriate reason)

a) Transfer to other schools

b) Repetition

c) Drop out

d) Others specify _____

9. How do you compare the drop out of students from your class for the last three years.

Year	Number
2009	

2008	
2007	

10. What are some of the factors that made students drop out of school? (you can tick more than one factor)

- a) Mistreatment by teachers
- b) Family attitude and beliefs
- c) Pregnancy for girls
- d) Harassment by colleagues
- e) Lack of school fees
- f) Discriminated at school and home
- g) Sickness
- h) Any other specify _____

11. What are some of the challenges that are facing students your class? (you may tick more than one answer).

- a) Absenteeism
- b) Lateness to school
- c) Lateness for lessons
- d) Students negative attitude towards school and class work
- e) Lack of school fees
- f) Discriminated at school or home
- g) Others specify _____

12. In your own opinion what measures can be taken to enhance retention of students in school.

- a) _____
- b) _____
- c) _____

Thank you very much.

APPENDIX D

QUESTIONNAIRE FOR FORM FOUR STUDENTS

The purpose of this questionnaire is to collect data on the cause of drop out among students in Kathiani district. Your school has been sampled to take part in the survey.

Instructions

- a) This is not a test but an attempt to understand problems connected with students drop out in secondary schools.
- b) Please do not write your name in this questionnaire.
- c) Indicate your choice by a tick (✓)
- d) For blank spaces fill in the correct answer according to your opinion.
- e) Any information you give will be treated with confidentiality.
- f) Kindly answer all the questions.

SECTION A: Background Information.

1. What is the category of your school?

Provincial district
National

2. What is the category of your school

Mixed day mixed day and boarding

SECTION B: Issues related to drop out from secondary school.

3. How many of you are there in your family?

Girls Boys Total

4. How many of your sisters and brothers have completed.

a) Primary school _____

b) Secondary school _____

c) College and university _____

5. (a) Please indicate whether you had any of your brother/sister dropping out of school?

Sister Yes No

Brother Yes No

(b) Please give reasons for this.

(i) _____

(ii) _____

(iii) _____

6. How often are you late in getting to school? (Tick one appropriate box).

a) Always b) Sometimes C) Never

7. If you were late get to school what were the reasons for this?

- a) _____
- b) _____
- c) _____

8. Have you ever been absent from school?

Yes No.

If yes, what were the reasons for this? (You can tick more than one reason).

a) Helping at home

b) Helping in the school

c) Sickness

d) Caring for younger siblings

e) Engaging in casual work

f) Caring for sick relatives

g) Others specify _____

9. Who pays for your school fees? _____

10. How much money do you estimate for your family income per month?

Ksh _____

11. Does your parents/guardians assist support you in your education?

Yes

No.

If yes, state how

a) _____

b) _____

c) _____

d) _____

12. When at home how many hours do you spend per day reading or doing

home work? _____

hours.

13. Are you assigned duties at home by your parent/guardian?

Yes

No.

If yes, state approximately how many hours you spend doing these duties hours.

14. Please indicate the activities you do at home?

a) _____

b) _____

15. Have you ever repeated a class?

Yes No.

If yes, which class did you repeat and why?

a) Form _____

b) Reasons for repeating (you may tick more than one reason)

(i) Poor performance

(ii) Forced by parents

(iii) Forced by teachers

(iv) Others specify _____

16. What factors interfere with your studies within the school? (indicate them in order of merit).

a) _____

b) _____

17. What are some of the factors that make students drop out of school?

(You can tick more than one factor)

a) Mistreatment by teachers

- b) Family attitudes and beliefs
- c) Pregnancy for girls
- d) Harassment by friends
- e) Lack of school fees
- f) Discriminated at school or home
- g) Sickness
- h) Any other specify _____

18. Suggest measures that can be taken to curb the dropping out of students in your school?

- a) _____

Thank you very much.

APPENDIX E

AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/895**

Date: **30th May 2013**

Annastasia Kakuvi Mutinda
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **24th May 2013** for authority to carry out research on "*Institutional and home-based factors influencing student drop-out in day secondary schools in Kathiani District, Machakos County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kathiani District** for a period ending **30th June, 2013**.

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

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

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

Copy to:
The District Commissioner
The District Education Officer
Kathiani District