

**INFLUENCE OF SOCIO-CULTURAL AND SCHOOL FACTORS ON
RETENTION AND ACADEMIC PERFORMANCE OF STUDENTS IN MIXED
SECONDARY SCHOOLS IN RACHUONYO SOUTH SUB- COUNTY, KENYA.**

BY

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**A research project presented in partial fulfillment for the award of Master Degree
in Sociology of Education, School of Education**

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DECLARATION

This research proposal is my original work and has never been submitted to any university for any award.

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This research project is submitted for examination with my approval as the university supervisor.

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DEDICATION

In a special way I dedicate this research project to my dear mother Paskalia Isanda.

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LIST OF ABBREVIATION AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
EFA	Education for All (EFA)
GOK	Government of Kenya
HIV	Human Immune Deficiency Virus
KCSE	Kenya Certificate of Secondary Education
MGDs	Millennium Development Goals
MoE	Ministry of Education
NACADA	National Campaign against Drug Abuse
NER	Net Enrolment Ratio
PTA	Parents and Teachers Association
TIQET	Totally Integrated Quality Education and Training
UNESCO	United Nations Education Scientific Cultural Organization
UNICEF	United Nations Children's Fund
UNIFPA	United Nations International and Family Planning Association
UPE	universal primary education (UPE)
USE	Universal Secondary Education

ABSTRACT

Retention of students and academic performance is a crucial process in many of the learning institutions today. This study investigated the influence of socio-economic and school factors on retention and academic performance of students in mixed secondary school in Rachuonyo South Sub-County-Kenya. In particular the study sought to determine the influence of family factors and peer pressure on retention and academic performance of students in Rachuonyo South sub-county; the influence of school related factors on retention of students in mixed secondary schools in Rachuonyo South Sub-County; the influence of socio-cultural factors on retention and academic performance of students in public mixed secondary schools in Rachuonyo South Sub-County. The researcher used questionnaires and interview schedule, as research tools. Analysis of primary data was done qualitatively and quantitatively. Both qualitative and quantitative data were collected and analyzed. Qualitative data was analyzed in narration form while quantitative data was analyzed by use of percentages, means and frequencies. Tables were used to present data for easy interpretation. The findings from this study are expected to assist practitioners' gain better understanding on the key determinants on retention and academic performance of students.

The findings of the first objective indicated that majority of the parents **72.6%** preferred to educate **boys to girls**. It was also found that in large families parents preferred to educate boys to girls. Both boys and girls were equally influenced to drop out of school by their peers by **50%**.

The findings of the study showed that **86.3%** of the **girls** dropped out of school due to pregnancy and **84.3%** were married early. More **girls 95%** dropped out of school for wage labour as compared to **boys at 83.8%**. More **male students 89.3%** were influenced by their peers while 88.3% learnt to take drugs from their family members. The **female** students were less **15%** influenced by peers while **80%** learnt to smoke from family members.

The findings of the study indicated that majority **56.9%** of the schools lacked adequate physical facilities such as laboratories, libraries, furniture, classrooms and sanitary facilities for **both girls and boys**. **98%** of the respondents noted that school dropout rates was occasioned by school levies on lunch **95%**, remedial studies **90%**, uniform and **95%** development funds. Therefore, school levies contributed significantly to the dropping out of students.

The researcher recommends that a study be conducted on the strategies being employed by school administrators to cope with challenges of retention and academic performance of girls in mixed secondary schools.

A study be conducted under influence of socio-cultural and school related factors on retention and academic performance in same sex schools in Rachuonyo south sub-county and the rest of the country.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The Universal Declaration of Human Rights, adopted in 1948, declared that “everyone has a right to education.” The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. The Amman Mid-Decade Review of Education for All (1996) reaffirmed the commitment to the Jomtien resolutions. The Dakar Conference of 2000 reviewed developments in achieving Universal Primary Education (UPE) in the African continent. It set as one of the EFA goals aimed at eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015. This was further endorsed by the so-called Millennium Development Goals (MDGs). Among other things they set targets to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of both primary and secondary schooling. However, children from countries across the world are not able to be sustained in school due to given number of pressure they experience right from home and school.

Over the past decade several countries in sub-Sahara Africa have abolished secondary tuition fees. This has made many children to attend schooling but their retention and continuity is an issue due to social cultural and other socio-economic factors. Chapman, Burton, and Werner (2009), observe that Uganda is one of the countries in Sub-Saharan Africa where they have tried to improve not only primary school education but also secondary school education. Uganda started their free universal primary education (UPE) policy in 1997. Since then primary school tuition has been free in government schools. In

2007, Uganda government started the free universal secondary education (USE) policy which was the first in all Sub-Saharan nations.

The Government of Kenya officially launched the Free Secondary Education Programme at the beginning of 2008 because many Kenyan children who completed primary school were not getting access to secondary school, mostly because of school fees. The underlying assumption of the new policy was that all children who were academically qualified for secondary education ought to be able to gain access to it. The President of Kenya emphasized that: “the main objective of providing free secondary education is to ensure that children from poor households acquire a quality education that enables them to access opportunities for self-advancement and become productive members of society (Speech by President Kibaki, February 2008).

The right to education has been reaffirmed internationally (UNICEF, 2001). Article 28 of the United Nations Convention on the rights of the child states that every child has a right to education no matter what his or her circumstances and the Government of Kenya has stated its commitment to making this a reality (Government of Kenya, 2005). Indeed the Government of Kenya seeks to ensure equity in terms of equal access to education (Government of Kenya, 2005). This commitment to achieving equity is of utmost importance since equity in education is a fundamental principle of the Education for All (EFA) Agenda. According to UNESCO (2008), equity in education should ensure provision of appropriate, relevant and viable learning opportunities to all children without distinction of location. This is important because education is one of the most powerful instruments in shaping the human race. Education is the only answer to all our socio-economic problems (Tilak, 1987; Rena, 1995).

Rachuonyo south sub-county is one of the sub-counties in Homa Bay County in Nyanza region. The main economic activities in this sub-county are peasant farming, brick-making and pottery. The socio-economic conditions of the area are generally poor with food deficit of 70%. The HIV/Aids pandemic infection rate is at 16.9% (NASCOOP 2010 report) which is the highest in Homa bay county. This Sub-County has a total of 81 secondary schools in Rachuonyo South Sub County and 74 of them are public secondary schools. Among the public secondary school 64 are public mixed secondary schools. According to the Sub-County statistical records a total of 3235 students were admitted to Form one in the year 2012. In the year 2015 only 3004 students registered for Kenya Certificate of Secondary Education (KCSE), which translates to 7.14% drop out.

1.2 Statement of the Problem

Based on the information of the background of this study, it is evident that retention of students in public mixed secondary schools in Rachuonyo south sub-county has been declining since 2012 even though Free Day Secondary Education (FDSE) is in place. One would expect high access, participation, retention and completion rates. This trend contradicts the national initiatives where by enrolment has been gradually increasing especially in secondary schools.

The study intended to establish the extent to which socio-cultural factors such as; drug abuse, HIV/AIDS and early marriages influence the retention and academic performance of students in public day mixed secondary schools in Rachuonyo Sub County. In addition the influence of school related factors such as; facilities, school levies (remedial funds and lunch levies), examination pressure, teaching methods, teacher qualifications, school

environment and discipline, and learner characteristics such as; social-economic status of the learner, anchored on parents level of education and employment, age of the learner and gender on retention of students in mixed secondary schools were investigated.

1.3 The purpose of the study

The study investigated the influence of socio-cultural and school related factors on retention and academic performance of students in mixed secondary schools in Rachuonyo south sub-county-Kenya.

1.4 Objectives of the Study

The study sought to:

1. Assess the influence of learner characteristics on retention and academic performance of students in mixed secondary schools in Rachuonyo South Sub-County.
2. Determine the role of school related factors on retention and academic performance of students in mixed secondary schools in Rachuonyo South Sub-County.
3. Establish the influence of socio-cultural factors on retention and academic performance of students in mixed secondary schools in Rachuonyo South Sub-County.

1.5 Research Questions

The study was guided by the followings questions;

1. To what extent do the learner characteristics influence retention and academic performance of students in mixed secondary schools in Rachuonyo south Sub-County?

2. What is the influence of school related factors on retention and academic performance of students in mixed secondary schools in Rachuonyo South Sub-County?
3. What is the influence of socio-cultural factors on retention and academic performance of students in mixed secondary schools in Rachuonyo South Sub-County?

1.6 Significance of the Study

The findings of this study are likely to enhance information for policy formulation by the government and it will act as a reference document to the Ministry of Education as well as the Rachuonyo South Sub-County particularly on implementation strategies on retention and academic performance of students in mixed secondary schools.

The findings of the study are expected to contribute to theory and practice in the education of boys and girls from mixed secondary schools. Theoretically, the findings of the study may contribute to the advancement of knowledge about the determinants of low access and retention of students in public mixed secondary schools. This will lead to the identification of ways of solving problems of retention in Rachuonyo South Sub-County.

Practically, the study may be used to sensitize secondary education stakeholders on the causes of low retention of students in public mixed secondary schools in Rachuonyo Sub County and to seek possible remedial measures for curbing the situation.

1.7 Scope of the Study

The study looked into factors affecting retention in public mixed secondary schools. The study was confined to public mixed secondary schools in Rachuonyo South Sub-County

in Homa-Bay County. This meant that the study findings cannot be generalized beyond the County

1.8 Limitations of the Study

Some respondents were not willing to give the required information. Some respondents especially those who may have not understood the clear intention of the study may have lost their questionnaires, and thus failed to participate in the study.

1.9 Basic Assumptions of the Study

The study assumptions was that all the respondents would give genuine, truthful, and honest responses to the questionnaires.

1.10 Definition of significant terms

Child: Refers to any human being under the age of eighteen years.

Determinants: Refers to factors or conditions which influence participation or lack of it in primary school education.

Dropout: Refers to a learner who has withdrawn from school prematurely.

Education: Refers to the knowledge acquired from time of birth till death.

Enrolment rates: Refers to the total school population registered annually in a country or a specific region.

Poverty: Refers to the state of one who lacks a certain amount of material possessions or money.

Retention: Refers to ability of learners to remain and progress in school until they complete their secondary education cycle.

School based factors: Refers to the conditions inherent to the school that either limit or enhance the involvement of learners in secondary education.

Social-cultural: Refers to a combination of social and cultural practices that either limit or enhance learner's access and retention in secondary education.

Social economic factors: Refers to combination of social and economic conditions for example; level of education, level of poverty and value people put on education which limit and enhance students' retention and academic performance in secondary education.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature related to factors influencing retention and academic performance in public mixed day secondary schools. These factors include: learner characteristics, school related factors and socio-cultural.

2.2. Family factors and peer influence

Kasirye(2009) noted that in Africa especially in Uganda after the introduction of Universal Secondary Education (USE) more students enrolled and also accessed secondary education. This meant that after introducing USE policy in 2007, girls from poor households which reflect the low assets holding values tended to enroll more in public secondary schools while girls from richer households tended to enroll less in public secondary schools. Universal secondary education encouraged parents send their daughters to public secondary schools that were limited earlier due to financial constraints.

Totally Integrated Quality Education and Training (TIQET) of 1999 which is commonly known as the Koech Commission found that child labour was a rampant practice that continued to keep children out of school partly due to poverty of parents. Children in different parts of the country are usually involved in activities such as fishing, picking of coffee, tea, miraa, hawking and petty trading. In addition, many school age girls are employed as house girls in urban and rural areas. This habit contravenes the children's rights as stated below "every child shall be protected from economic exploitation and any work that is likely to be hazardous or to interfere with child's education" (Children's Bill,

2001). According to Juma, (2003) conversation of the rights of the child defined a child as anyone below the age of 18. Child labour is destroying a generation of children. In addition, he also noted that children dropped out of school due to peer influence.

According to Olweya (1996) large numbers of children in a family of limited income resulted in overcrowding in the home and this may in turn have a deleterious effect upon behaviour. Olweya further adds that parents in overcrowded accommodation in poor settlements cannot protect or supervise their young children as they might wish. Siringi, (2002), concurs with Olweya that a large family size is quite strongly associated with socio-economic disadvantage. The large family size limits the parental involvement in the academic welfare of each child. Thus leads to low participation of the child in school activities and may eventually lead to dropout.

A study done by Ngau (1991), on grade repetition and school dropouts in Kenya's primary schools reveals that parent's level of education is important for children's educational support. Peasant parents who are also poorly educated are doubly or even triply disadvantaged. While these parents try to provide the best education to their children, the priority goal for such a family is survival in terms of provision of basic needs such as medical care, food and shelter. According to Orenge (2007) better educated parents appreciate the value of education more than illiterate ones. In this case, educated parents are able to assist their children progress both materially and morally.

2.3. School Related Factors

The school related factors included in the study were school levies, physical facilities and learning resources, examination pressure, teacher qualification school environment and discipline.

2.3.1 School levies: Influence on retention and academic performance

According to the Free Secondary Education policy in Kenya, the government was expected to meet the tuition fees of KShs 10,265 per student, while the parents were required to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects. This was in line with the government commitment to ensure that regional special needs and gender disparities were addressed (Ohba, 2009). These efforts were a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All. Parents also meet other obligations such as school uniforms, lunch and transport and the development of physical facilities (MoE, 2008).

However, there exist differences in the amount of fees charged in public boarding and day schools in Kenya. Parents who have children in National schools pay an average of Ksh. 62,000.00 and above, provincial boarding schools parents pay Ksh. 40,000.00, while those who have children in Day schools pays approximately Ksh.12,000 per year exclusive of the government subsidy on tuition (Source: Ministry of Education 12th February 2010 Approved fee structures).The cost of education at secondary school level is often high for the majority of parents and therefore solutions should be provided if participation is to be increased (Lewin 2004). Secondary schools charge different types of school fee.

According to Efumbi (2003), factors associated with low achievements in chemistry in Busia were absenteeism from school was occasioned by lack of fee, poor learning facilities and high dropout rates. Orange (2007), analysed factors which contributed to poor performance in Kenya Certificate of Secondary Education (KCSE) in Gucha Sub-

County found out that absenteeism due to school levies contribute to poor performance among students. Gitau, (2008); Ohba, (2009) and Watkins (2000), have also noted that school levies affect retention of students in public secondary schools.

2.3.2 Physical Facilities and Learning resources

According to Obonyo, 1994; Eshiwani, 2001; Munguti, 2004; Mauga, (2007) on their study on subjects' participation and career aspirations, studies conducted agree that the type of school and the availability of facilities influence the educational and career aspirations of the students. A study conducted by Ogeto (2008) on the factors influencing female students in the choice of science-based courses found out that schools lack of adequate facilities, such as well-equipped science laboratories and textbooks affect the students' choice of those subjects. The study was conducted at a University level. Due to poverty of households, the Mixed Secondary schools had inadequate facilities such as fewer libraries, unequipped laboratories less text books and equipment. Ogot & Ochieng, (1995) and Mwiria (1990) had also noted that most mixed secondary schools could not meet their recurrent costs and thus were restricted to cheaper purely academic curriculum. With those shortcomings, the quality of education offered was questionable.

Orodho (2005) found that physical facilities and instructional materials are quite crucial to access, participation and students' learning in secondary education in Kenya. Free Primary Education and subsidized secondary education has stretched facilities to the limit, leading to congested classrooms, inadequate furniture and textbooks. Toilets are lacking in schools and where they exist, they are inadequate and in poor condition. This has negatively affected girls, the disabled and young children.

Mervilde (1981), in his study on student absenteeism; causes, effects and possible solutions showed that 20.7% of the students absented themselves because they lack learning related materials such as; books, pens, uniforms, calculators, and additional fees contribution like; field work fee, school bus contribution, Parents Teachers Association (PTA) and Development Fund. These extra levies seemed to a barrier to school attendance of students. According to Ohba (2011) abolition of secondary schools fees in Kenya indicated that three quarters (75%) of the students had been sent home in one of the targeted schools at the district for not paying development fund/PTA contribution for the bus. This has suggested that the amount charged by schools on uniform and other development funds are a burden.

In most cases, books, charts, maps and other teaching /learning materials are not adequate. The quality of the available learning materials is low. In some cases the materials are not learner friendly as they are full of stereotyping and at times gender biased. This affects the quality of learning and at the same time discourages learning (Mbilinyi and Omari, 1998).

2.3.3 Teacher qualification and its influence in retention and academic performance

Gitau (2008) notes that the likely problem of teachers getting lax over normal teaching hours in anticipation of remedial and private tuition which is paid for by the parents is very high. Poor supervision and indiscipline in schools has pushed many learners to engaging in frustrating activities, such as smoking, drinking of chang'aa, miraa chewing among others. It has been observed that teachers pass time in the staffroom chatting, gossiping or simply wasting away their time while classes remained untaught and the

syllabus remained uncovered (UNICEF, 1998). The low performance of students eventually means that education does not fetch enough benefits as an investment; parents get demoralized and therefore see education as a waste of time.

Qualities of teachers affect retention and academic performance of learners in schools. In most of the sub-Saharan African countries, a situation exists in which teachers are not adequately trained. In-servicing programs are not well established, teachers also lack adequate motivation. As a result, they under-perform (Government of Kenya 2005).

Some teachers are not innovative and creative, are not learner friendly and do not use gender responsive approaches in teaching, remedial lessons are hardly given. Teachers have no interest and do not motivate learners. They are harsh, dictatorial and self-centered. Learners therefore runaway from school or just decide to lie low (FAWE, 2002).

Watkins (2000) observes that children are frequently taught in overcrowded classrooms by unqualified and unmotivated teachers, who are poorly paid and lack support. Teacher absenteeism is widespread, eroding public confidence in the value of education. Learning is further constrained by dilapidated schools, inadequate facilities, limited supply of learning materials, weak curricula, gender bias and instructional methods which inhibit rather than nourish the potential of children.

Kyungu (2002) echoes this when he says that the quality of teaching and learning is often low with poorly motivated teachers, and a very passive approach to teaching. This could have affected the completion rates and hence wastage. Ngau (1991) observes that

retention in schools can be greatly enhanced if the quality of instruction is stepped up and the curriculum made relevant.

2.3.4 Examination Pressure and students' retention and academic performance

UNESCO (1997) cites the following as some of the pupil characteristics determining low access and retention; academic failure, insufficient marks to advance to the next level of instruction, inadequacy and absenteeism or due to lack of local educational opportunities. In Kenya where performance in national examination has rendered the education system examination oriented. Repetitions especially at the secondary school level are rampant. This prolongs the learner's stay in school without necessarily increasing significantly the level of school achievement on the amount learnt by the repeaters (Theuri, 2004). Consequently, the ages of students in all classes is affected as was observed by Eshiwani (1984). Theuri (2004) noted that 58.3% of learners in all classes surveyed had abnormal age due to repetition. This phenomenon has been linked to dropout.

Ngau (1991) and Theuri (2004) observe that repetition has negative psychological effects on students because it tends to lower pupil's self-esteem and damage peer relations. Hence it has been cited as a major cause of school dropout. Refuting the views of its proponents who see it as an appropriate investment in student recovery since as it argued children do not all acquire knowledge and/ or attitudes at the same rate. The causes of low completion rates in the low potential districts have been cited as wastage.

2.4. Socio-Cultural Factors

Socio-cultural factors which affect retention in secondary schools include: drug abuse among students, early marriages and pregnancies among school girls and the effect of HIV/ AIDS pandemic. The HIV and AIDS prevalence in Rachuonyo south Sub County is at 16.9%, the highest in Homa-Bay County (NASCO REPORT 2010).

Ouma et al. (2002), say that attendance rates are affected by health factors including the impact of HIV/AIDS and other diseases as well as the inability to pay school levies. The HIV/AIDS pandemic does also affect school attendance and participation in the sense that it has left many children orphaned. Those who are orphaned eventually drop out of school due to inability to raise levies charged in school. A study by Juma (2003) in Vihiga District found out that the HIV/AIDS incidence had led to many children being orphaned. There being no one to pay their fees, they eventually drop out.

2.4.1 Drug Abuse and students' retention and academic performance

The problem of drug abuse has preoccupied scholars since time immemorial. It is a psychosocial problem that affects the very fabric of the society and threatens the future of the young people. It has turned many into psychopaths, zombies and criminals, hence the interest of many scholars in this area. Amayo (1994) affirms that substance taking is a historical fact and not a new invention. Adolescent substance abuse and its resulting harmful effects are major concerns to parents, policymakers, teachers, and public health officials. Nevertheless, experimentation with substances, particularly alcohol and tobacco, is a progressively more common behavior from pre- late adolescence. When

adolescents try abusing substances a few times, with peers, this experimentation is generally not associated with any long-term impairment of functioning (Fetsch & Yang, 1990). Experimentation is considered problematic when substance use occurs at a very young age, with increasing frequency, while the child is alone, or in the context of behavioral or emotional difficulties. If use becomes more frequent, negative consequences can develop, including impairment at school or work, legal problems, accidents, and interpersonal difficulties. Substance use becomes abuse when an adolescent suffers negative and harmful consequences because of the use of the substances.

Gathumbi (2003), in a study on substance abuse among the youth in Kenya observed that, 20% of adolescents aged between 12 and 22 years in schools and colleges smoked cigarettes, 9% had tried to smoke bhang while some 23% drank commercial beer and spirits. These institutions have in the recent past been hit by a wave of strikes that have been linked to drug and substance abuse. Gelinias (2006) in a survey on drug abuse among the youth, observed that there were many drug peddlers. He also observed that drugs and other substances were sold to students by placing them in their geometrical sets used in schools. In addition, matatu (minibus) touts were the conduits through which the users obtained these substances.

In 2007 National Campaign against Drug Abuse, (NACADA) revealed that majority of drug abusers in Kenya were students in secondary schools and universities especially in the cities of Nairobi, Mombasa and Kisumu. In a survey on the abuse of alcohol and drugs in Kenya commissioned by NACADA, between 2001 and 2002, it was observed

that drugs and other substances were abused in secondary schools and colleges (NACADA, 2007).

A study carried out by Ngesu et., al. (2008), on drug dependency and abuse in Kenya secondary schools in Kisumu Municipality showed that the problem of drug abuse is caused by easy availability of drugs, peer group pressure, age factor, curiosity, parental influence, availability of cash and high handedness of school administrators. The study also identified alcohol as the most abused drug and peer group pressure as the main reason for abuse of alcohol. The study also associated drug and substance abuse with aggressive behavior, depression and anxiety, irritability, memory loss and decreased confidence among others.

2.4.2 Pregnancy and Early Marriages and students retention and academic performance

Early marriage also known as child marriage defined as any marriage carried out below the age of 18 years, before the girl is physically, physiologically ready to shoulder the responsibilities of marriage and child bearing. Early marriages and teenage pregnancies have been associated with the school dropout of girls (Government of Kenya, 1999; Siringi, 2002 and Mwaniki, 2008) circumcision of girls between the ages of 12-14 years often heralds early marriages (Ombongi, 2008).

Todaro (1994) has noted that causes of drop-out vary from region to region, country to country, school to school and individual to individual. For instance, in the year 2010, school dropout rate in Kenya stood at 2.1% for boys and 2.0% for girls. This is clearly depicted by Mwaniki's study of 2008 carried out in Suba sub-county which indicated that

young men who dropped out of school enticed young girls with money earned from fishing and made them to also drop from school. Similarly, an earlier study by Kimondo (2007) indicated that the dropout rate of male pupils in primary schools was higher than that of the females. It notes that in early childhood up to Standard Four there is usually a balance between the two sexes but later the number of boys declines. While there has been increased secondary school enrolment in Kenya in recent years, the concern at the moment is with regard to the internal efficiency of primary education, particularly the ability to retain learners until they complete the four year course.

There is sufficient evidence indicating that secondary school dropout has escalated from up to 6.1% in 2012. Kimondo (2007) further notes that of the Net Enrolment Ratio (NER) for boys and girls is 93.01%; however 55% of boys and 54.6% of girls reach form two, while 41.2% of the boys and 35.7% of girls reach Form Four level of education.

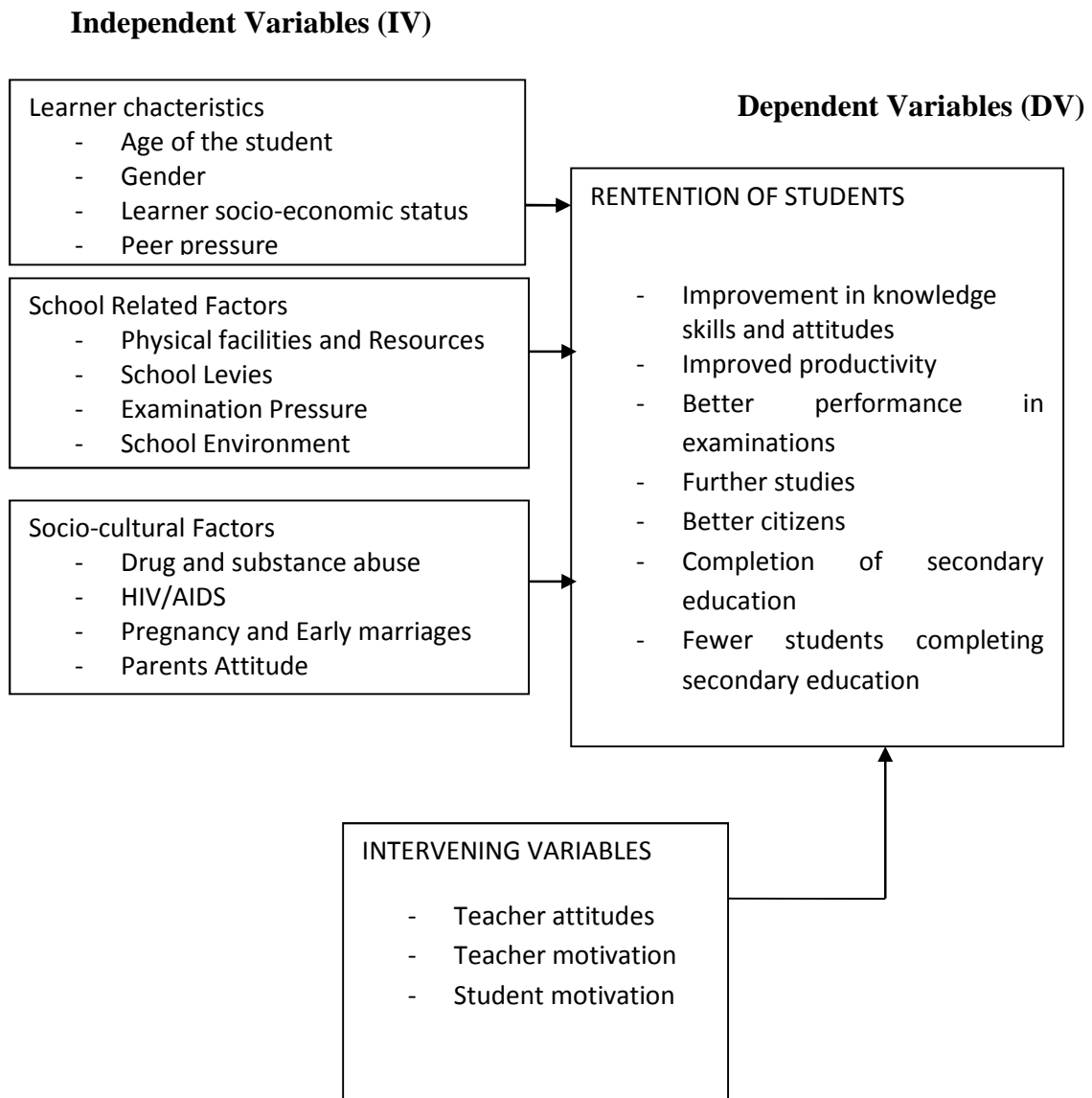
2.5 Theoretical Framework

The study is grounded on the Conflict theory by Karl Marx which sees the purpose of education as maintaining social inequality and preserving the power of those who dominate society. Conflict theorists see the educational system as perpetuating the status quo by dulling the lower classes into being obedient workers.

Conflict theorists point to several key factors in defending their position. First, property taxes fund most schools; therefore, schools in the category of national and private schools have more money. Such schools are predominantly for the rich. They can afford to pay higher salaries, attract better teachers, and purchase the required textbooks, purchase physical facilities and learning resources including more technology like equipped

computer rooms. Students who attend these schools gain substantial advantages in getting into the best colleges and being tracked into higher-paying professions. Students in less affluent neighbourhoods that do not enjoy these advantages are less likely to go to college and are more likely to be tracked into vocational or technical training while others are likely to drop out of school. They also represent far higher numbers of minority students. These are the secondary mixed schools where completion rate is low (Ballantine and Hammack, 2012).

Figure 2.1: Conceptual Framework on the influence of socio-cultural, school related factors and learner characteristics on retention and academic performance of students



2.6 Conceptual Framework

The conceptual framework illustrated in figure 2.1 above is built on the variables of the study. The factors illustrated in figure 2.1 include learner characteristics, School Related Factors and socio-cultural factors as independent variables while dependent variables constitute the retention of students and academic performance. The framework shows how these variables influence one another. If physical facilities and learning resources are provided, school levies reduced and school environment made conducive for learning it will lead to retention of students, improvement in knowledge, skills and attitudes which will in turn lead to improved productivity, better performance in examinations and better citizenry.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter has described the methodology used in this study. It has presented research design, target population, sample design, description of data collection instruments and data analysis techniques.

3.2 Research Design

This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (2004) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg & Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fitted within the provisions of descriptive survey research design because the researcher collected data and report the way things are without manipulating any variables.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Orodho, 2005). The target population for this study consisted of all the 64 principals and 3004 students from the public mixed secondary schools in Rachuonyo South Sub-County County.

3.4 Sample Design and Sample Size

Sampling techniques refers to that part of the research plan that indicates how cases are to be selected for observation. This is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Okombo, 2002). The study used stratified random sampling and purposive sampling techniques to select the sample.

Stratified sampling involves dividing the population into homogeneous subgroups and taking a sample of each sub-group (Mugenda & Mugenda, 2004). This technique was used to select the respondents from each public mixed secondary school within Rachuonyo South Sub-County.

Out of the 64 schools of the target population, the researcher used proportionate sampling to select 636 students from 3104 students who were admitted in form one in 2012 in the public mixed day secondary school in Rachuonyo South Sub-County and they are now in Form Four in the year 2015. This formed approximately 20.5% of the target population, which is in line with Best, and Kahn, (1993) recommendation. From this sampled population 432 were boys while 204 were girls. Using proportionate sampling, there were 13 principals out of 64 who were randomly selected. The Sub County Director of Education participated in the study.

The table below shows the enrolment of students per year from the year 2012 to 2015

Table 3.1: Enrolment of Students per year

Year/Gender	Form one 2012	Form Two 2013	Form Three 2014	Form Four2015
Boy	2155	2145	2135	2107
Girl	1080	1033	1005	997
Total	3235	3178	3130	3104

Source: Sub-County Direct of Education Office (2015)

The above table showed that 2155 and 1080 boys and girls respectively were admitted in Form one in the year 2012. At the end of the year 2012 there were 10 boys and 47 girls dropped out of schools. In the year 2013 there were 10 boys and 28 girls dropped out of school while in the year 2014 there were 28 boys and 8 girls who dropped out from school. This was a total of 131 students dropping out of school, 83 girls and 48 boys. This made 7.69% girls dropout rate and 2.23% boy's dropout rate.

3.5 Description of data collection instruments

The study employed questionnaire as one of the tools of data collection. Mugenda and Mugenda (2003), points out that questionnaire is a self-report used for gathering information about variables of interest in an investigation. Therefore, questionnaires were used to collect information from the public mixed secondary school principals that were selected. The study also employed open-ended and closed-ended questionnaires which were administered by the researcher herself to the members who were selected at random for the purpose of sourcing information.

Interview schedules are person to person verbal communication in which one person or a group of persons asks the other person question intended to elicit information of opinion (Oso & Onen, 2008). This study used structured interviews from the Sub-Country

Director of Education (SCDE) and the secondary school principals. The tool was used to supplement information from the questionnaires and give an in-depth account on the some of the factors influencing enrolment and retention of students in public mixed secondary schools.

3.6 Validity of the Instruments

Validity was ensured by presenting the research instruments to the experts especially the lecturers and the supervisors. All questionnaires were distributed to the respondents by the researcher personally. The questions were formulated in simple language for clarity and ease of understanding. Clear instructions were given to the subjects and the researcher helped complete the questionnaires for those subjects who do not know how read. Finally, all subjects were expected to complete the questionnaires in the presence of the researcher. This was done to prevent the subjects from giving questionnaires to other people to complete on their behalf. This helped to provide accuracy of the tools as described by Mugenda and Mugenda (1999).

3.7 Reliability of the Instruments

In this study split-half formula was used to reveal the reliability of the instrument. In calculating the reliability the researcher randomly assigned half of the questions (or items) to one group of participants and half of the questionnaires (or items) to a different group of participants. Then, a correlation was computed between each half. If the measure is reliable, then the correlation was high. In the social sciences, acceptable reliability estimates range from .70 to .80 The most appropriate reliability coefficient for a two-item scale is the Spearman-Brown statistic that together with standardized coefficient alpha, its equivalent for two-item measures.

This coefficient varies from 0 to 1 and a value of 0.6 or less generally indicates unsatisfactory internal consistency reliability (Orodho, 2005)

3.8 Data analysis Techniques

Data from the questionnaires were analyzed through quantitative methods and those from the interview schedule were analyzed qualitatively through descriptive methods. In this study, the Statistical Package for Social Sciences (SPSS) computer Programme was used in data analysis. The descriptive statistics that were used included: standard deviation, means, frequencies and percentages.

3.9 Ethical Considerations

Throughout the whole study, the researcher paid keen attention to ensure that the study will be conducted in line with the basic ethical considerations for research studies involving human subjects. Foremost, consent was sought from all individuals who were involved in the study. Even after they were enrolled, respondents were given latitude to withdraw from the study at any time if they felt that their integrity and confidentiality was being compromised.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter covers analysis of data and the findings of the study. The purpose of this study was to investigate influence of socio-economic and school factors on retention and academic performance of students in mixed secondary schools in Rachuonyo South Sub-County-Kenya. The first section of the chapter presents the information from the principals on school profile and also on the student demographics.

The data on the profile of the school and that of the respondents on learner characteristics, drug abuse and moral developments of adolescents, school related factors, school levies and examination pressure.

4.2 Return Rate of questionnaire by student respondents

The researcher sent out 13 questionnaires to the sampled population of school principals and all were filled and returned. This was 100% return rate. On the other hand 636 questionnaires were sent out to students where 432 were for boys and 204 were for girls. 415 questionnaires were received from those that were sent to the boys this was 96% return rate which was treated as 100%. On the other hand 204 questionnaires were sent out to girls and out of this only 200 were received; this was 98% return rate which was treated as 100% for analysis. The researcher concluded that the questionnaires were adequate for this analysis.

4.3 School profiles

In order to understand the type of school environment better the researcher found it necessary to get information about the school environment from the school principals.

The researcher gathered information in relation to gender, location of the school, duration of the principal's stay in the current school, number of streams in the school, number of trained teachers in the school and other factors related to the school environment. The study was carried out in public mixed secondary schools in Rachuonyo South Sub-County, Kenya.

The information on the location of the schools is analyzed in table 4.1.

Table: 4.1: Location of the school

Location	Frequency	Percent (%)
Rural	10	76.9
Urban	3	23.1
Total	13	100

The findings in table 4.1 above indicate that 76.9% of the schools are found in the rural areas while 23.1% of them are found in the urban centres.

The number of streams in those schools is summarized in Table 4.2

Table: 4.2: Number of streams

Streams	Frequency	Percent %
Single	7	53.8
Double	2	15.5
Three Streams	3	23
More than Three	1	7.7
Total	13	100

The findings in Table 4.2 above established that 53.8% of the schools are single streamed, 23% of them showed that they were three streamed, while 15.5% of the schools are all double streamed and 7.7% had more than three streamed respectively.

The information on the length of time that principals have been in their current school is presented in table 4.3

Table 4.3: Principal’s Stay in the School

No of yrs	No of principals	Percentage (%)
Over 5 yrs	7	53.8
2-4 yrs	2	15.4
1-2 yrs	2	15.4
0-1 yrs	2	15.4
Total	13	100

The principals were also required to state the duration they have worked in their current station. It was observed that most (53.8%) of the principals have stayed in their current station of work for more than five years while 15.4% acknowledged that they have stayed in their current schools for 0-1 year, 1-2 years and 2-4 years respectively. Because majority have stayed in their current station for over five years it is evident that they might be aware of the positive and negative trends in their schools.

4.4 Student characteristics and their influence on retention and academic performance

The researcher wanted to establish the background information of the respondents so as to understand the kind of subjects she was handling and also to establish their effects on retention and academic performance. In relation to the background information the researcher wanted to establish; their age, their family status, the level of education of their parents, the people who paid their fees, the occupation of their parents/guardians

and the number of the children in their family. The influence of peer pressure on retention and academic performance was also investigated.

The analysis of the influence of student characteristics on retention and academic performance is presented here under the following sub-headings.

a) Information on family background status of the students is analyzed in table 4.4 (a).

Table: 4.4 (a): Response of students on family background status.

Students' Status	Frequency	Percent (%)
Partial Orphan	143	22.5
Total Orphan	351	55.2
All Parents Alive	142	22.3
Total	636	100

The findings indicated that majority 55.2% of the students were total orphans, 22.5% of them were partial orphans while 22.3% of them had their parents alive.

b) The analysis of the parents' level of education is summarized in Table 4.4 (b).

Table: 4.4 (b): Response of students on parent/guardian's level of education

Education Level	Frequency	Percent (%)
Primary	495	77.7
Secondary	69	10.9
University	53	8.4
Others	19	3.0
Total	636	100

The data in Table 4.4 (b) established that most 77.7% of the parent/guardians' education level was primary school level. This was an indication that majority of the

parent/guardian might be having a problem in understanding the importance of educating their children. On the other hand 10.9% of the students indicated that their parents' education level is secondary while 8.4% showed that the parents' level of education is university and the rest 3.0% pointed out that their parents' level of education is others.

c) The analysis on the occupation of parents and guardians is summarized in Table 4.4 (c)

Table: 4.4 (c): Response of students on parent/guardian's occupation

Occupation	Frequency	Percent (%)
Farmer	364	57.4
Fisherman	5	0.7
Business person	153	24
Casual labourer	65	10.2
Employed	49	7.7
Total	636	100

The findings in Table 4.4 (c) indicate that 57.4% Of the parents are farmers, 24% of them are business people, 10.2% of them are casual labourers while 7.7% of the parents are employed and 0.7% of them are fishermen. This is an indication that the fee payment in case there is any is through struggle and hard work of these parents/guardians who seem not to be in permanent employment. This in one way or another might also affect their livelihood and ability to provide required finances for education. This in turn may increase chances for children to drop out of school and do poorly academically.

d) Analysis on the students' source of fee is recorded in table 4.4(d).

Table: 4.4 (d): Information of students source of the fee

Source	Frequency	Percent (%)
Parent	307	48.3
Guardian	30	4.7
Donor	57	8.9
Church	83	13.1
Bursary	148	23.3
Other	11	1.7
Total	636	100

The findings on the Table 4.4(d) realized that 48.3% Of the students fee was paid by the parents, 23.3% Of them got their fees through bursary, 13.1% were being paid by the church, 8.9% were paid by donor while 4.7% were sponsored by the guardian and finally 1.7% were paid by other sources. When the students were requested to specify the other sources they said some were through their own effort of **casual work** they did during the holidays, weekends and half terms. This means that students no enough time to do their homework. This in turn may contribute to their poor performance academically.

e) The analysis of the size of the family is captured in Table 4.4(e)

Table: 4.4 (e): The response of students on the number of children in the family

Children	Frequency	Percent
1-3	90	14.1
3-5	83	13.1
5-7	365	57.4
Over 7	98	15.4
Total	636	100

The findings in table 4.4(e) revealed that 57.4% of the respondents have children between 5-7 while 15.4% of them indicated that they had over seven children, 14.1% showed that they had children between 1-3 and finally 13.1% indicated that they had children between 3-5. It is evident that over 50% of the families have five children and above. This means that many parents are over burdened with fees payment and provision of basic needs to their children.

f) The analysis on the age of the respondents is recorded in Table 4.4(f).

Table: 4.4 (f): Response of students on their age in Years

Age in Years	Frequency	Percent (%)
16	55	8.6
17	178	28.0
Over 18	403	63.4
Total	636	100

The study results in table 4.4(f) indicated that majority 63.4% of the respondents were over eighteen years of age, 28% of them were seventeen years old while 8.6% of them

were 16 years old which means that most of the students had gone past the age of secondary learning.

4.5 Analysis of the influence of family factors and peer pressure on retention and academic performance of students in school

The **first objective** of the study sought to establish the influence of family factors and peer pressure on retention and academic performance of students

The information from male respondents on family factors and peer pressure on retention and academic performance of students recorded on Table 4.5(a).

Table 4.5 (a): Response of male students on family factors and peer pressure on retention and academic performance

Statement on family factors and peer pressure	N	Strongly Agree	Agree	Not Agree	Total %
Parents provide all requirements for schooling	415	19.6	11.3	69.1	100
All the children are educated regardless of gender	415	13.3	11.7	75	100
Parents like educating boys compared to girls	415	81.9	3.4	14.7	100
Parents like educating girls compared to boys	415	11.3	19.6	69.1	100
Never missed school since I started Form One	415	1	1	98	100
Children often drop out of school for wage labor in order to supplement the family income	415	83.8	5.4	10.8	100
Children from large families are more likely to drop from school	415	69.1	11.3	19.6	100
Students drop out of school due to peer pressure	415	50	14.7	35.3	100

The information in the 4.5 (a) established that majority 69.1% of the respondents did agreed that parents provide all requirements for schooling while 19.6% of them strongly agreed and finally 11.3% indicated agree on the issue. The study also sought to establish if all children were educated regardless of gender and it was established that 75% of the respondents did not agreed while 13.3% of them indicated strongly agree and finally 11.7% indicated not agree on that issue.

The study also sought to establish if parents educated boys compared to girls and the results were recorded in Table 4.5(a) where 98% of the respondents strongly agreed while 1% of them did not agree and finally 1% indicated not agree. It was also established in the table 4.5(a) that majority 69.1% of the respondents disagreed that Parents liked educating girls compared to boys while 19.6% of them did agreed and finally 11.3% indicated strongly agree.

The study also sought to establish if children often drop out of school for wage labour in order to supplement the family income and the results were recorded on the Table 4.5(a) which indicated that 83.8% of the respondents strongly agreed while 10.8% of them did not agree and finally 5.4% indicated agree on that issue.

The study also sought to establish if Children from large families are more likely to drop from school and it was established that 69.1% of the respondents strongly agreed while 19.6% of them indicated not agreed and finally 11.3% indicated agree on that issue. It was also noted that majority 50% indicated that they strongly agreed that students drop out of school due to peer pressure while 35.3% of the respondents showed that they agreed while 14.7% of the respondents noted that they did not agree.

b) Analysis of the Influence of family factors and peer pressure on retention and academic performance in school.

Information from female respondents on family factors and peer pressure on retention and academic performance presented in Table 4.5 (b).

Table 4.5 (b): Response from female respondents on family factors and peer pressure

Statement on family factors and peer pressure	N	Strongly Agree	Agree	Not Agree	Total %
Parents provide all requirements for schooling	200	1	1	98	100
All the children are educated regardless of gender	200	10	20	70	100
Parents like educating boys compared to girls	200	75	10	15	100
Parents like educating girls compared to boys	200	50	20	30	100
Never missed school since I started Form One	200	1	2	97	100
Children often drop out of school for wage labour in order to supplement the family income	200	95	2	3	100
Children from large families are more likely to drop from school	200	75	10	15	100
Students drop out of school due to peer pressure	200	50	15	35	100s

As indicated in Table 4.5(b) majority 98% of the respondents did agree that parents provide all requirements for schooling while 1% of them strongly agreed and finally 1% indicated agree on the issue. The study also sought to establish if all children were educated regardless of gender and it was established that 70% of the respondents did not

agree while 20% of them indicated strongly agree and finally 10% indicated not agree on that issue.

The study also sought to establish if parents educated boys compared to girls and the results were recorded on the table above where 75% of the respondents strongly agreed while 15% of them did not agree and finally 10% indicated strongly agree. From the table above it was established that majority 50% of the respondents agreed that Parents prefer educating girls to boys while 30% of them did not agree and finally 20% indicated strongly agree on the issue.

The study also sought to establish if children often drop out of school for wage labour in order to supplement the family income and the results were recorded in the table 4.5 (b) where 95% of the respondents strongly agreed while 3% of them did not agree and finally 2% indicated agree on that issue.

The study also establish that Children from large families were more likely to drop from school with 75% of the respondents strongly agreeing while 15% of them indicated not agreeing and finally 10% indicated agree on that issue. It was also indicated that majority 50% strongly agreed that students drop out of school due to peer pressure while 35% of the respondents showed that they did not agree and 15% of the respondents noted that they agreed.

Interviews from the principals found out that lack of motivation and support from parents to their children impacted negatively on their academic performance. They also indicated that most parents have no ability to read and interpret their children's report forms and academic progress in schools. Most of students come from homes where the language

talked is mother tongue and they felt this also contributes to their low academic performance.

4.6 Analysis of the influence of School Related Factors on retention and academic performance

The **second objective** of the study sought to establish the influence of school related factors on retention and academic performance of students in mixed day secondary schools. The results were recorded on the themes related to factors related to school environment, school levies, physical facilities, quality of teachers and examination pressure.

The responses of male students are summarized in Table 4.6 (a)

Table 4.6: (a) Male students' responses on physical facilities

Facilities found in school	N	Strongly Agree	Agree	Not Agree	Total %
Our school has an equipped laboratory	415	10.7	32.4	56.9	100
Our school has a trained laboratory technician	415	10.7	27.5	61.8	100
Our school has a well-stocked library	415	23	7.4	69.6	100
The school has a full time trained librarian	415	10.7	7.8	81.5	100
Our school has enough classrooms	415	5.9	7.8	86.3	100
Our school has enough lockers and chairs	415	84.3	8.8	6.9	100
Our school has adequate and permanent supply of light	415	87.3	7.4	5.4	100
Our school has enough toilet facilities for boys	415	11.8	6.9	81.3	100
Our school has enough toilet facilities for girls	415	11.8	5.9	83.3	100
Our school has enough sanitary facilities for teachers	415	23.1	8.3	68.6	100
Our school has permanent and enough water supply	415	8.8	6.9	84.3	100
Our school provides learning resources like;					
i. Geometrical sets	415	2.0	2.4	95.6	100
ii. Dictionary	415	0.5	2.0	97.5	100
iii. Kamusi	415	0.5	2.0	97.5	100
iv. Textbooks	415	29.4	20.6	50	100
v. Enough Exercise Books	415	8.3	6.4	85.3	100

The findings in Table 4.6: (a) established that 56.9% of the students disagree that they have an equipped laboratory while 32.4% and 10.7% agree and strongly agree respectively. It was also established that 61.8% of the respondents disagree to having a trained laboratory technician as 27.5% of them agree and 10.7% of the students strongly agree. 69.6% of the sampled population disagree that they have a well-stocked library whereas 23% of the students strongly agree and 7.4% agreed.

The researcher also wanted to find out if the schools had a full time trained librarian and found that 81.5% of the students did not agree when 10.7% strongly agreed and 7.8% agree. The researcher also established that 86.3% of the students did not agree that they have enough classrooms whereas 7.8 of them agreed and 5.8% strongly agreed. 84.3% of the students strongly agree that they have enough lockers and chairs in school while 8.8% agree and 6.9% agree. The researcher noted that 87.3% of the students strongly agree that their school has adequate and permanent supply of electricity, 7.4% agree whereas 5.4% of the students did not agree.

The researcher noted that 81.3% of the respondents disagreed that they have enough **toilet facilities for boys**, 11.8% agreed as 6.9% strongly agreed. 83.3% of the students disagreed that their school has enough **toilet facilities for girls** whereas 11.8% strongly agreed and 4.9% agreed. It was also found that 68.6% did not agree that their school has enough facilities for their teachers and 23.1 strongly agreed while 8.3% agreed. 84.3% of the respondents disagreed that their school had permanent and enough supply of water while 8.8% strongly agreed and 6.9% agreed.

The responses of female students are summarized in Table 4.6 (b)

Table 4.6: (b) Female students' responses on physical facilities

Facilities found in school	N	Strongly Agree	Agree	Not Agree	Total %
Our school has an equipped laboratory	200	20	5	75	100
Our school has a trained laboratory technician	200	5	10	85	100
Our school has a well-stocked library	200	15	10	65	100
The school has a full time trained librarian	200	3	2	95	100
Our school has enough classrooms	200	10	15	75	100
Our school has enough lockers and chairs	200	95	3	2	100
Our school has adequate and permanent supply of light	200	85	5	10	100
Our school has enough toilet facilities for boys	200	15	10	75	100
Our school has enough toilet facilities for girls	200	10	15	75	100
Our school has enough sanitary facilities for teachers	200	65	25	10	100
Our school has permanent and enough water supply	200	2	3	95	100
Our school provides learning resources like;	200	3	2	95	100
vi. Geometrical sets					
vii. Dictionary	200	2	3	95	100
viii. Kamusi	200	2	3	95	100
ix. Textbooks	200	5	10	85	100
x. Enough Exercise Books	200	10	15	75	100

Table 4.6: (b) established that 75% of the students disagreed that they have an equipped laboratory while 20% and 5% strongly agreed and agreed respectively. It was also established that 85% of the respondents disagreed to having a trained laboratory technician as 10% of them agreed and 5% of the students strongly agreed. 65% of the sampled population disagreed that they have a well a stocked library whereas 15% of the students strongly agree and 10% agreed.

The researcher also wanted to find out if the schools had a full time trained librarian and found that 95% of the students did not agree when 3% agreed and 2% disagree. The researcher also established that 75% of the students did not agree that they have enough classrooms whereas 15 of them agreed and 10% strongly agreed. 95% of the students strongly agree that they have enough lockers and chairs in school while 3% agreed and 2% did not agree. The researcher noted that 85% of the students strongly agree that their school has adequate and permanent supply of electricity, 10% did not agree whereas 5% of the students agree.

The researcher noted in Table 4.6 (b) that 75% of the respondents disagreed that they have enough toilets facilities for boys, 15% strongly agree as 10% agree. 75% of the students disagreed that their school has enough toilet facilities for girls whereas 15% agreed and 10% strongly agreed.

It was also found that 65% strongly agreed that their school has enough facilities for their teachers and 25 agreed while 10% disagreed. 95% of the respondents disagreed that their school had permanent and enough supply of water while 3% agreed and 2% strongly agreed. The researcher also wanted to find out if schools provided learning resources like

geometrical sets, dictionary, kamusi, textbooks and exercise books and it was realized that these learning resources are not provided in schools.

Interviews with principals established that majority 84.6% of the respondents showed that majority of the students walk long distances to school a case which make them arrive late at school and leave early forcing them to skip some classes. The principals also revealed that most of the homes are not connected to electricity therefore; the students are forced to use the small lanterns commonly known as “koroboi.” They indicated that this situation contributes to poor academic performance which eventually leads to drop out of students from school.

The researcher also wanted to find out the influence of school levies on retention and academic performance of students in mixed day secondary schools.

Analysis of data on school levies from male respondents are shown in Table 4.6(c)

Table 4.6 (c): Male students’ responses on School Levies

Type of Levy	N	Strongly Agree	Agree	Not Agree	Total %
School charges remedial money	415	56.9	32.4	10.7	100
Each student pays Development fee per year	415	61.8	27.5	10.7	100
Students are provided with uniforms in our school at a fair price	415	10.7	17.7	71.6	100
Students are provided with free meals	415	1.0	1.0	98	100
Students can afford to pay school levies without any problems	415	10.7	7.8	81.5	100

The information in Table 4.6: (c) established that majority 56.9% of the respondents strongly agreed that their school charged remedial money while 32.4% of them agreed that school charges remedial money and finally 10.7% indicated not agree on the issue that schools charge remedial money.

The Findings in Table 4.6 (c) indicated that majority 61.8% of the respondents strongly agreed that each student paid development money per year. This might be the reason as to why some students dropped out of school.

As regards to school levies the researcher wanted to establish if students were provided with school uniforms in their schools at fair price. Information on Table 4.6 (c) indicated that majority 71.6% disagreed while 17.7% agreed and 10.7% strongly agreed.

It was also out found that majority 98% of the respondents indicated that they were not provided with free meals at school, while 1.0% showed that meals were provided at schools. The findings in Table 4.6 (c) indicated that majority 81.5% of the respondents did not agree that students can afford to pay school levies without any problems, while 10.7% of them strongly agreed and finally 7.8% indicated not agree.

Analysis of data on school levies from female student respondents recorded in Table 4.6 (d)

Table 4.6 (d): Responses of female students on school levies

Type of Levy	N	Strongly Agree	Agree	Not Agree	Total %
School charges remedial money	200	95	3	2	100
Each student pays Development fee per year	200	95	3	2	100
Students are provided with uniforms in our school at a fair price	200	3	7	90	100
Students are provided with free meals	200	1	1	98	100
Students can afford to pay school levies without any problems	200	97	2	1	100

The results in Table 4.6: (d) indicated that majority 95% of the respondents strongly agreed that school charges remedial money while 3% of them agreed that school charges remedial money and finally 2% indicated not agree on the issue that schools charge remedial money.

Another issue that the researcher wanted to find out was if each student paid development money per year and from the table 4.6 (d) established that majority 95% of the respondents strongly agreed that students pay development fee per year.

As regards to school levies the researcher wanted to establish if students were provided with school uniforms in their schools at fair price. The findings in Table 4.6 (d) indicated that majority 90% showed did not agree while 7% agreed while 3% strongly agreed.

It was also found that majority 98% of the respondents indicated that they are not provided with free meals at school, while 1.0% showed that meals were provided at schools. It was established that majority 97% of the respondents did not agree that students can afford to pay school levies without any problems, while 2% of them strongly agreed and finally 1% indicated not agree. The payment remedial fee, development fee, purchase of uniforms and payment for meals contributed greatly to the both male and female students dropping out of school.

Analysis on the influence of internal examinations on retention and academic performance.

Table 4.6 (e) Male responses on issues related to internal examinations on retention and academic performance

Statements on examinations	N	Strongly Agree	Agree	Not Agree	Total %
Students like doing internal examinations	415	20.6	29.4	50	100
There are penalties in any cheating of examinations	415	98	1	1	100
Students undertake full papers during any examinations	415	98	1	1	100
There is no punishment given if one misses examination	415	5.4	4.4	90.2	100
Most parents are not aware about examinations undertaken in schools	415	14.2	4.9	80.9	100
Examination papers are not taken serious during examination administration	415	4.4	6.9	88.7	100

Findings in Table 4.6 (e) indicated that majority 50% of the male respondents did not agree that students like doing internal examinations while 29.4% of them agreed when 20.6% indicated disagree on the issue. The study also sought to establish whether there are penalties in any cheating of examinations and it was established that majority 98% of

the respondents strongly agreed while 1% of them agreed and finally 1% indicated not agree on the issue of penalties in examinations.

The findings in Table 4.6 (e) indicated that majority 98% of the male respondents indicated not agree that students undertake full papers during any examinations while 1% of them strongly agreed and finally 1% indicated agree. With regards to pressure in examinations information in Table 4.6 (e) indicated that majority 90.2% of the respondents showed that they did not agree while 5.4% of them agreed and finally 4.4% indicated strongly agree with the issue.

The study sought to find out if parents were not aware about examinations taken in schools and it was established that majority 80.9% of the respondents did not agree while 14.2% of them strongly agreed and finally 4.9% indicated agree on the issue. The findings also indicated that majority 88.7% of the respondents disagreed that examination papers are not taken seriously while 6.9% of them agreed and finally 4.4% indicated strongly agree on the issue.

Analysis of the influence of internal examinations on retention and academic performance of female students is recorded in table 4.6 (f).

Table 4.6 (f) Female responses on the issues related to internal examinations on retention and academic performance

Statement on internal examinations	N	Strongly Agree	Agree	Not Agree	Total %
Students like doing internal examinations	200	98	1	1	100
There are penalties in any cheating of examinations	200	95	3	2	100
Students undertake full papers during any examinations	200	1	1	98	100
There is no punishment given if one misses examination	200	4	6	94	100
Most parents are not aware about examinations undertaken in schools	200	1	3	96	100
Examination papers are not taken serious during examination administration	200	1	1	98	100

The findings in the Table 4.6 (f) revealed that majority 98% of the respondents strongly agreed that students like doing internal examinations while 1% of them agreed when 1% indicated disagree on the issue. The study also sought to establish whether there are penalties in any cheating of examinations and it was established that majority 95% of the respondents strongly agreed while 3% of them agreed and finally 2% indicated not agree on the issue of penalties in examinations.

The study also established that majority 98% of the respondents indicated not agree that students undertake full papers during any examinations while 1% of them strongly agreed and finally 1% indicated agree. With regards to pressure in examinations the findings indicated that majority 94% of the respondents showed that they strongly agreed while 6% of them agreed and finally 4% indicated did not agree with the issue.

The study sought to find out if parents were not aware about examinations taken in schools and it was established in Table 4.6 (f) that majority 96% of the female respondents did not agree while 3% of them strongly agreed and finally 1% indicated agree on the issue that issue. Findings in Table 4.6 (f) indicated that majority 98% of the respondents indicated disagreed that examination papers are not taken with seriously while 1% of them agreed and finally 1% indicated strongly agreed on the issue.

Analysis of the influence of the factors related to the school environment on retention and academic performance of male students were recorded in table 4.6 (g).

Table: 4.6: (g) Male responses on factors related to School Environment on retention and academic performance

Item	N	Strongly Agree	Agree	Not Agree	Total %
School has got enough trained teachers	415	27.4	11.8	60.8	100
Methods of teaching are commonly used effectively in our school;					
1. Lecture method	415	72.6	19.6	7.8	100
2. Discussion method	415	10.8	21.6	67.6	100
3. Question and answer	415	11.3	20.1	68.6	100
4. Demonstration	415	4.9	15.7	79.4	100
Teachers are highly rewarded for performing well	415	7.2	20.6	7.4	100
Our school provide free meals to all teachers	415	4.4	5.9	89.7	100

Information in Table 4.6(g) indicated that majority 60.8% of the respondents did not agree that schools have enough trained teachers while 27.4% strongly agreed that they have trained teacher and 11.8% agreed that their school have enough trained teachers.

The study findings also established that 72.6% of the teachers used lecture method compared to discussion, question and answer and demonstration method. Lecture method is an old, less interactive and boring and therefore it leads to poor academic performance.

The data findings in Table 4.6 (g) established that 72 % of the respondents indicated that the teachers are highly rewarded for performing well while 20.6% agreed that teachers are highly rewarded and finally 7.4% disagreed that the teachers are highly rewarded for performing well.

The study also sought to establish if schools provide free meals to all the teachers and it was established that majority 89.7% disagreed while 5.9% agreed and 4.4% indicated strongly agreed.

The information on the influence of factors related to the school environment on retention and academic performance on the female student respondents.

Table: 4.6: (h) The responses of female students factors related to School Environment on retention and academic performance

Item	N	Strongly Agree	Agree	Not Agree	Total %
School has got enough trained teachers	200	27	11	62	100
Methods of teaching are commonly used effectively in our school;	200	71	21	8	100
1. Lecture method					
2. Discussion method	200	10.5	12.5	77	100
3. Question and answer	200	10	13	77	100
4. Demonstration	200	9	20.5	70.5	100
5. Teachers are highly rewarded for performing well	200	70	22	8	100
6. Our school provides free meals to all teachers	200	5	8	87	100

The study sought to establish the influence of factors related to the school environment on retention and academic performance of female students in mixed secondary schools.

Findings in Table 4.6 (h) indicated that majority 62% of the female respondents did not

agree that schools have enough trained teachers while 27% strongly agreed that they have trained teacher and 11% agreed that their schools had enough trained teachers.

Results in Table 4.6 (h) indicated that 71% of the female respondents showed that lecture method is most commonly used method compared to others like; discussion, question and answer and demonstration method. Lecture method the old method of teaching is teacher centered and may reduce the academic performance of students. 70% of the respondents indicated that the teachers are highly rewarded for performing well while 22% agreed that teachers are highly rewarded and finally 8% disagreed that the teachers are highly rewarded for performing well.

The study also sought to establish if schools provided free meals to all the teachers and it was established that majority 87% disagreed while 8% agreed and 5% indicated strongly agreed.

4.7 Analysis of the influence of socio-cultural factors on retention and academic performance

The **third objective** of the study sought to establish the influence of socio-cultural factors on retention and academic performance. These factors include drug abuse and substance abuse, pregnancy and early marriages, HIV/AIDS and parental attitude.

Analysis of influence of drug and substance abuse on retention and academic performance shown in Table 4.7 (a)

Table 4.7: (a) Responses from male respondents on drug and substance normally abused

Drugs normally used by students	N	Frequently	Rarely	Not at all	Total %
Cigarettes	415	73	15.7	11.3	100
Khat/ Bhang	415	67.7	20.5	11.8	100
Kuber	415	73.5	13.7	12.8	100
Chang'aa	415	77.9	12.3	9.8	100

Information in Table 4.7 (a) indicated that 73% of respondents agreed that cigarettes are frequently abused, while 15.7% showed that cigarettes are not abused at all and 11.3% showed that cigarettes are rarely abused. The findings further indicated that 67.7% of the respondents showed that khat is frequently abused by adolescents while 20.5% of them indicated that khat is not abused at all and finally 11.8% showed that khat is rarely abused by students.

Kuber is another drug that was investigated and it was found out in Table 4.7 (a) that 73.5% indicated that it was frequently abused while 13.7% indicated that it is not taken at all and 12.8% were for the view that it is rarely taken by students. The findings in Table 4.7 (a) indicated that majority 77.9% frequently abused chang'aa, while 12.3% showed that chang'aa is not abused at all and 9.8% showed that chang'aa is rarely abused. The taking of these drugs has highly contributed to the students' low academic performance and retention of students. It was found out that drug abuse greatly contributed to school drop-out.

Analysis of the influence of drug and substance abuse on retention and academic performance shown in Table 4.7 (b)

Table 4.7: (b) Response of female students on drug and substance abuse

Drugs normally used by ship	N	Frequently	Rarely	Not at all	Total %
Cigarettes	200	70	21	14	100
Khat/Bhang	200	60	25	15	100
Kuber	200	59	31	10	100
Chang'aa	200	79	21	10	100

The information in Table 4.7 (b) showed that 70% noted that cigarettes are frequently abused, while 21% showed that cigarettes are not abused at all and 9% showed that cigarettes are rarely abused. 60% of the respondents showed that khat is frequently abused by adolescents while 25% of them indicated that khat is not abused at all and finally 15% showed that khat is rarely abused by students.

Results in Table 4.7 (b) established that 59% showed that kuber is frequently taken while 31% indicated that it is not taken at all and 10% where for the view that it is rarely taken by students. It was also established that Table 4.7 (b) indicated that 64% of the respondents indicated that chang'aa is frequently abused, while 21% showed that chang'aa is not abused at all and 10% showed that chang'aa is rarely abused. The taking of these drugs has high contributions to the students' academic performance and retention of female students. This could be the reason why some students drop out of school.

Interviews with the principals indicated that majority 92.3% of the respondents showed that conflicts, housing and in particular where **young boys** are put in the same house with those who are married interfered with their academic performance. Other factors include prolonged mourning ceremonies which embrace night dances.

Analysis on the influence of Drug abuse and HIV/AIDS on retention and academic performance of male students in Table 4.7 (c)

Table 4.7: (c) Male students' responses on Drug Abuse and HIV/AIDS

Statements on drug abuse and HIV/AIDS	N	Strongly Agree	Agree	Not Agree	Total %
Most of my friends take drugs	415	56.9	32.4	10.7	100
Some of my family members take drugs	415	61.8	27.5	10.7	100
VCT team visits our school most often	415	10.7	17.7	71.6	100
Most students were willing to be guided and counseled on HIV and AIDS	415	23	7.4	69.6	100
Most students were willing to be tested voluntarily on HIV and AIDS	415	10.7	7.8	81.5	100
Some girls have left schooling because of pregnancy	415	86.3	7.8	5.9	100
Some of the girls have left school because of marriage	415	84.3	8.8	6.9	100
Some of the pregnancies are got from fellow students	415	87.3	7.4	5.4	100
The school encourages the pregnant girls to come back to school after delivery	415	11.8	6.9	81.5	100

The findings in Table 4.7(c) established that 56.9% of the students strongly agreed that most of their friends take drugs, while 32.4% of them agreed that their friends take drugs and 10.7% disagreed. The researcher also wanted to know if some of the students' family members used drugs and it was found that 61.8% of the students strongly agreed that their family members used drugs. 27.5% of the students disagreed whereas 10.7% did not agree.

The students were required to indicate if the VCT team often visited their schools and 71.6% indicated that they did not while 17.7% and 10.7% strongly agreed and agreed respectively. It was noted that 69.6% of the students strongly disagreed to be counseled on HIV/AIDS while 23% agreed to be guided and counseled and 7.4% strongly agree. Information in Table 4.16(a) established that 81.5% of the students were not willing to take a voluntary HIV test compared to the 10.7% and 7.8% who agreed and strongly agreed to take the test voluntarily. The researcher also found out that 86.3% of the students strongly agreed that girls had dropped out of school due to pregnancy. 7.8% of the students agreed as well while 5.9% disagreed.

Information in Table 4.7(c) also noted that 84.3% of the respondents strongly agreed that girls have left school due to marriage while 8.8% indicated agree when 6.9% showed disagreement. 81.3% of the sampled population strongly agreed that some of the pregnancies are from fellow students whereas 7.4% agreed while 5.4% of the respondents disagreed. The study also sought to find out if the schools encouraged the pregnant girls to come back after delivery and it was established that 81.5% of the students strongly disagreed while 11.8% and 6.9% strongly agreed and agreed respectively.

Analysis on the influence of drug abuse and HIV/AIDS on retention and academic performance shown in Table 4.7 (d)

Table 4.7: (d) Female students' responses on drug abuse and HIV/AIDS

Statements on drug abuse and HIV/AIDS	N	Strongly Agree	Agree	Not Agree	Total %
Most of my friends take drugs	200	5	10	85	100
Some of my family members take drugs	200	55	25	20	100
VCT team visits our school most often	200	15	10	75	100
Most students were willing to be guided and counseled on HIV and AIDS	200	65	15	20	100
Most students were willing to be tested voluntarily on HIV and AIDS	200	5	10	85	100
Some girls have left schooling because of pregnancy	200	95	2	3	100
Some of the girls have left school because of marriage	200	85	5	10	100
Some of the pregnancies are got from fellow students	200	75	20	5	100
The school encourages the pregnant girls to come back to school after delivery	200	15	25	60	100

The findings in Table 4.7: (d) noted that 85% of the respondents did not agree that most of their friends take drugs, while 10% of them agreed that their friends take drugs and 5% did strongly agreed. The researcher also wanted to know if some of the students' family members used drugs, it was found that 55% of the students strongly agreed that their family members used drugs, 25% of the students disagreed whereas 20% did not agree.

The respondents were required to indicate whether the VCT team often visits their schools and 75% indicated that they did not while, 10% agreed and 15% strongly agreed. It was noted that 65% of the respondents strongly disagreed to be counseled on HIV/AIDS while 20% did not agree to be guided and counseled and 15% agreed. Information in Table 4.7 (d) indicated that 85% of the students were not willing to take a voluntary HIV test compared to the 10% and 5% who agreed and strongly agreed to take the test voluntarily. The researcher also found out that 95% of the students strongly agreed that girls had dropped out of school due to pregnancy. 2% of the students agreed as well while 3% disagreed.

Results in Table 4.7 (d) also noted that 85% of the respondents strongly agreed that girls have left school due to marriage while 10% indicated did not agree while 5% showed agreement. 95% of the sampled population strongly agreed that some of the pregnancies are from fellow students whereas 20% agreed when 5% of the respondents disagreed. The study also sought to find out if the schools encouraged the pregnant girls to come back after delivery and it was established that 60% of the students strongly disagree on this as 25% and 15% agreed and strongly agreed respectively.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings of study, conclusions, recommendations and suggestion for further research. The main focus of the study was to investigate influence of socio-economic and school factors on retention students in mixed secondary schools in Rachuonyo South Sub-County-Kenya.

The collected data from the study was to answer the question on the socio-cultural and school factors and their influence on retention of students in mixed secondary schools in Rachuonyo South Sub-County, Kenya. The study was guided by the following objectives; to determine the role of school related factors on retention and academic performance of students in mixed secondary schools, to establish the influence of socio-cultural factors on retention and academic performance of students in mixed secondary schools and to identify how the learner characteristics influence enrolment and retention of students in mixed secondary schools in Rachuonyo South Sub-County, Kenya..

5.1 Summary of the findings

The study found out that 76.9% of the schools are located in the rural areas where 53.8% of these schools were single streamed. The findings of this study also found that most of the principals (53.3%) have stayed in their current station of work for more than five years ever since they were posted in those schools. This was an indication that most of these principals were conversant with the school environment and understood the learners very well.

The study also established that 90% of the principals are still holding their first degree while 88.9 % of the teachers are also bachelors' holders. This was an indication that most of the teachers have not upgraded their studies. It was also established that 100% of the respondents showed that they receive finances thrice a year from the Ministry of Education Science and Technology.

The background information of the students indicated that 89.5% of the students were orphaned in that they were either total or partial orphans. This could be the reason were some dropped out of school since for one reason or another they could not be able to provide for their basic needs including school fees. The findings of the study also established that most 64.9% of the parent/guardians' education level was primary school level. This was important for this study because of its establishment of how socio-economic and school factors influence retention and academic performance of students in mixed secondary schools.

It was found that majority of the students accepted that majority of the parent respondents are farmers while majority also acknowledged that their fee was being paid by their parents. The study also found that most of the families had more than five children a case which showed that the means of educating these children was a problem for most families who are farmers.

With regard to school related factors majority 84.7% of the respondents accepted that they do not agree that schools have trained teachers. The study concludes that 72% of the **male students** and 71% of the **female students** indicated that lecture method is

frequently used by their teachers. The studies also found that majority of the teachers are highly rewarded for their good performance.

It was also found that drugs like cigarettes, khat Kuber and Heroine are frequently abused, adolescents while chang'aa and Busaa were found that majority of the respondents did not agree.

It was found that most majority of the respondents accepted that the VCT team have always visited their schools when 69.8% of the respondents strongly disagreed that students accept to be counseled on HIV/AIDS. It was found that 74.1% of the students were not willing to take a voluntary HIV test. The study also found that 72.6% of the students strongly agreed that **female students** had dropped out of school due to pregnancy.

The findings of the study found that 73.9% of the respondents strongly agreed that **female students** have left school due to marriage while 63.9% of the respondents disagreed that some of the pregnancies are from fellow students and it was established that 72.6% of the students strongly agree that schools always encouraged the pregnant **female students** to come back after delivery.

The study also established that 71% of the respondents disagreed that they have an equipped laboratory on the same not the study found that 69.3% of the respondents disagreed that they had a trained laboratory technician. It was also found that 86% of the respondents indicated that schools had a full time librarian. Most of the respondents accepted that they had enough classrooms. The findings of the study it also indicated that 90.5% of the respondents strongly agreed that their school had enough facilities for their

teachers while 99.5% of the respondents disagreed that schools provided learning resources like textbooks and exercise books.

The findings of the study established that majority 95.9% of the respondents strongly agreed that their schools charge remedial money. Another issue that the researcher wanted to find out was if each student paid development money per year and the study found that majority 100% of the respondents strongly agreed that students pay money per year. It was also found that 96% of the respondents agreed that students were provided with school uniforms in their schools at fair price. Finally the study found that majority 97.8% of the respondents did not agree that students can afford to pay school levies without any problems.

The study established that majority 50% of the respondents did not agree that they like doing internal examinations. The study also found out that 81.1% of the respondents strongly agreed there are penalties for failing to do examinations. 61.8% of the respondents strongly agreed that students undertake full papers during any examinations. With regards to pressure in examinations 81.9% of the respondents agreed that there are punishments in missing examinations. The study also found that 75.8% of the respondents indicated that parents were not aware about examinations taken in schools. The findings of the study established that majority 77.2% of the respondents indicated did not agree that examination papers are not taken seriously.

It was found that 60.3% of the respondents agreed that parents provide all requirements for schooling. The study also established that majority of the respondents agreed that all

children should be educated regardless of gender. The study found that majority of the parent's educated boys compared to girls.

It was found out that 82.8% of the respondents agreed that children often drop out of school for wage labor in order to supplement the family income. The findings of the study also indicated that 65.1% strongly agreed that children from large families are more likely to drop out of school. It was also established that majority 60.6% of the respondents indicated that they strongly agreed that students drop out of school due to peer pressure.

5.2 Conclusions

This chapter contains conclusions from the findings of the study. The conclusions are arranged according to objectives. The study concluded that majority of the schools were located in the rural areas where most of them were single streamed. Most of the principals had stayed in their place of work for over five years and therefore they seemed to understand their work environment better and they would be in a position to handle their work problems.

The study concluded that most of the students were partial or total orphans; therefore there was a likelihood of these students dropping out of school due to various reasons like lack of school fees and being some of the households are child headed ones. Majority of the guardians were primary school leavers an indication that they were not in a position to value the importance of education since they did not go far with their studies.

This study concludes that majority of the parents were farmers and they had more than five children. This was clear that from the farming activities it was not easy to cater for their children's basic needs and at the same time educate them adequately.

The findings from **objective one** concluded that majority of parents (**98%**), preferred to educate male children compared to female children. The study further concluded that **83% of the male students** dropped out of school for wage labor, while **95% of female students** dropped out of school for wage labor. Information from the study findings concluded that **50% of both female and male students** due to peer influence. **Parents with large families (69.1%)**, preferred educating male children to female children.

Based on the findings of the study from **objective two**, the researcher concluded that majority of the schools did not have enough trained teachers. The study also concluded that the teachers were not adequately motivated for their work.

The study also concluded that majority of the schools did not have equipped laboratories and trained laboratory technicians. The findings from this study also helped to come up with a conclusion that most of the schools had no full time trained librarian. It was concluded that majority of the schools did not have enough facilities for their teachers. The researcher concluded that majority of the schools provided learning resources like textbooks and exercise books, though not sufficient.

The findings of the study concluded that majority of the schools charge remedial fees and development fund. This is one of the factors which made most students to drop out of school since such levies were unaffordable. School levies affected both **female students**

at 95% and male students at 61.8% respectively causing absenteeism and eventually dropping out of school.

The study concluded that majority of the students did not agree that they like doing internal examinations though there were penalties in examinations. The study concluded that some students dropped out of school due to pressure in examinations. The study also concluded that majority of the parents were not aware about examinations taken in schools. The study concluded that majority of the respondents accepted that examination papers were taken seriously. However, the researcher concluded that examination pressure did not contribute significantly to poor academic performance and dropping out of both male and female students.

Based on the findings of the study from **objective three**, the researcher concluded that drugs such as cigarettes, khat, Kuber and chang'aa were frequently abused by adolescents. **Majority, 73% of male students** frequently abused cigarettes and **73.5% used Kuber** while **77.9% frequently drank chang'aa**. The common use of these drugs and substances affected the retention and academic performance of both male and female students alike. It was concluded that the VCT team sometimes visited schools though majority of the students were not ready to be counseled and tested on HIV/AIDS. The study also concluded that **majority 86.3% of the girls** had dropped out of school due to pregnancy.

The findings of the study also concluded that **majority 84.3% of the girls** had dropped out of school due to early marriages and that **majority 87.3% of the pregnancies** were from fellow students. The researcher also concluded that most of the school principals

always encouraged the pregnant girls to resume school one year after delivery. This is in accordance with the policy of the Ministry of Education, Science and Technology

5.3 Recommendations

The recommendation from the study findings is that majority of the schools needed physical facilities like sanitary units, and classrooms. The study also recommends that the school administrators should ensure that they have enough sanitary facilities to cater for both boys and girls since their needs vary.

The study recommends that the government should allocate enough funds and resources to schools to ensure that free secondary school education runs smoothly without compromising quality of education. The study established that lack of adequate funds and resources was the biggest challenge affecting effective implementation of free day secondary education in public mixed secondary schools. This would especially help those students coming from poor and vulnerable families to minimize dropout rates.

The government and relevant authorities concerned should provide enough trained teachers for guidance and counseling to all schools. Female students should be guided by a female counselor.

5.4 Suggestion for Further research

The researcher suggests that;

- i. A study should be conducted on the strategies being employed by school administrators to cope with the challenges of retention and academic performance of girls in mixed secondary schools.

- ii. A study on the effects of free day secondary education on retention and academic performance of students in Rachuonyo South Sub-County and the rest of the country.
- iii. A study on the same topic influence of socio-economic and school factors on retention and academic performance of students in single sex secondary schools in the same Sub-County.

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APPENDICES

Appendix a: Letter of introduction

Dear respondent,

I am a student from The University of Nairobi and I am carrying out a study on the influence of socio-economic and school factors on retention of students in mixed secondary schools in Rachuonyo South Sub-County, Kenya. This study is purely for academic purposes and NOT for any other purpose. Your views will be crucial to the success of this study. Your cooperation will highly be appreciated and any information given shall be treated as strictly private and confidential.

Yours sincerely

Sign.....

Appendix b: Questionnaire for principals

PART A: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is for academic research purpose. Please feel free and respond to the questions frankly. Information given will be regarded as confidential. Data is for research purposes only. Do not indicate your name.

(Please tick inside the appropriate box)

1. Indicate your gender please Male () Female ()
2. Name of the school _____
3. Location of the school Urban: () Rural ()
4. Number of streams: Single () Double () Three Streams () More than Three ()
5. How long have you stayed in this school as a principal? Less than a year () 1-2 Years () 2-4 Years () Over five Years ()
6. Indicate in the table below the number of boys or girls who dropped out of your school between the period; 2012-2015

Dropout Rate	2012	2013	2014	2015	Total
Boys					
Girls					
Total					

7. In your opinion what other factors do you think contributes to dropout of boys from school?
 - i.
 - ii.
 - iii.
8. List down any other factors that could cause girls to drop out of school
 - i.
 - ii.

Appendix c: Questionnaire for teachers

This questionnaire is for academic research purpose. Please feel free and respond to the questions frankly. Information given will be regarded as confidential. Data is for research purposes only. Do not indicate your name.

(Please tick inside the appropriate box)

1. Indicate your gender please Male () Female ()
2. Name of the school _____
3. Location of the school Urban: () Rural ()
4. Number of streams: Single () Double () Three Streams () More than Three ()
5. How long have you stayed in this school as a principal? Less than a year () 1-2 Years ()
2-4 Years () Over five Years ()

Listed here are some of the factors related to School Environment. Please indicate on the appropriate level

Item	Strongly Agree	Agree	Not Agree
Our School has got enough trained teachers			
I am satisfied with the salaries paid by the Teachers Service Commission			
The following methods of teaching are commonly used effectively in our school; 1. Lecture method 2. Discussion method 3. Question and answer 4. Demonstration			
Teachers are highly rewarded for performing Well			
Examination papers are not taken serious during examination administration			
Our school provide free meals to all teachers			

Appendix d: Questionnaire for students

BACKGROUND INFORMATION

1. Please indicate your gender Male () Female ()
2. In which form are you? One () Two () Three () Four ()
3. Please indicate the year you joined in this school 2012 () 2013 () 2014 () 2015 ()
Others ()
4. Indicate your family background status: Partial Orphan () Total orphan () Both
Parents Alive ()
5. What is the education level of your parent/guardian? Primary () Secondary ()
University () Other
(Specify).....
6. What is the occupation of the parents/guardian? Farmer () Teacher () Fisherman ()
Business person () casual Labour () Unemployed ()
7. Who provides for your school fees? Parents () Guardian () Donor () Church ()
Bursary () Other (Specify).....
8. Indicate the marital status of your parents Married () Single () Separated ()
Divorced ()
9. How many children are there in your family? 1-2 Children () 3-4 Children ()
4-5 Children () Over 5 Children ()
10. Indicate your age in years. Less than 13 years () 14 Years () 15 Years () 16 Years ()
17 Years () Over 18 Years ()

PART A: Drug Abuse and substance abuse

Listed here under are some of the illegal drugs used in schools. Please indicate the frequency of their use in your school.

Drugs Normally used by Students	Frequently	Rarely	Not at all
Cigarettes			
Khat (Bhang)			
Kuber			
Heroin			
Chang'aa			
Busaa			
Whisk			
Others (Please Specify)			

PART B: Drug Abuse and HIV/AIDS

Tick in the spaces provided the extent to which drug abuse, HIV/AIDS, pregnancy and early marriages affect retention and academic performance in your school.

Practices	Strongly Agree	Agree	Not Agree
Most of my friends take drugs			
My family members take drugs			
VCT team visits our school most often			
Most of our students were willing to be counseled and tested voluntarily on HIV and AIDS			
Some girls have left schooling because of Pregnancy			
Some of the girls have left school because of Marriage			
Some of the pregnancies are got from fellow Students			
Those who become pregnant are encouraged to continue with schooling			
The school encourages the pregnant girls to come back to school after delivery			

PART C: School Related Factors

Listed here below are some of the facilities and learning resources that the school provides. Kindly tick the appropriate response.

School facilities and resources	Strongly Agree	Agree	Not Agree
Our school has an equipped laboratory			
Our school has a trained laboratory technician			
Our school has well stocked library			
The school has a full time trained librarian			
Our school has enough classrooms with enough lockers and chairs			
Our school has adequate and permanent supply of light			
Our school has enough sanitary facilities for Boys			
Our school has enough sanitary facilities for Girls			
Our school has enough sanitary facilities for Teachers			
Our school has permanent and enough water Supply			
Our school provides learning resources like; i. Geometrical sets ii. Dictionary iii. Kamusi iv. Textbooks v. Enough Exercise Books			

PART D: School Levies

Listed here under are some of the school levies that parents are required to provide. Kindly tick the appropriate response.

School Levy	Strongly Agree	Agree	Not Agree
Our school charges remedial money			
Each students pays Development fee per year			
Students are provided with uniforms in our school at a fair price			
Students are provided with free meals			
Students can afford to pay school levies without any problems			

PART E: Examination Pressure

Kindly indicate in the space provided in the table below the extent to which you agree with the statements on examinations.

Item	Strongly Agree	Agree	Not Agree
Students like doing internal examinations			
There are penalties in any cheating of examinations			
Students undertake full papers during any Examinations			
There is no punishment given if one misses Examination			
Parents are not aware about examinations undertaken in schools			
Examination papers are not taken serious during examination administration			

PART F: Family Factors and Peer Pressure

Listed below are some of the family and peer influence factors that may lead to students dropping out of school. Please tick the appropriate response in the space provided

Item	Strongly Agree	Agree	Not Agree
My parents provide all the necessary requirements for schooling			
All the children regardless of gender in my family are taken to school			
My parents like educating boys compared to girls			
My parents like educating girls compared to boys			
My parents are literate			
I have never missed school since I started Form One			
Children often drop out of school for wage labour in order to supplement the family income			
Children from large families are more Likely to drop from school			
Students drop out of school due to peer pressure			

APPENDIX E: 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:

17th August, 2015

NACOSTI/P/15/8916/7564

Cecilia Kemunto Isanda
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of social cultural and school factors on retention and academic performance of students in mixed secondary schools in Rachuonyo South Sub County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for a period ending **4th December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa Bay 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. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.



National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

