Influence of Home-Based Factors on Dropout Rates of Students in Co-Educational Public Day Secondary Schools in Rongai District, Nakuru County, Kenya

Jackline Sigei
Mount Kenya University
Thika, Kenya.

Tikoko Betty
Kabarak University
Nakuru, Kenya.

Abstract

This study was set to investigate the influence of home based factors on dropout rates of students in co-educational public- day secondary schools in Rongai District, Nakuru County, Kenya. The study was guided by Vroom's expectancy theory. The objective of the study was to identify the home based factors that caused the students to drop out from school. The study population consisted of 755 Form 3 students and 8 head teachers in 8 co educational public day secondary schools in Rongai District. The sample size consisted of 169 students which were randomly selected and 8 head teachers from all the selected schools respectively. The quantitative data was analyzed using descriptive statistics. The highest causes of dropouts were identified as those caused by early marriages and teenage pregnancy respectively. It is expected the findings of this study will help all the stake holders in the field of education to improve the dropout rates and consequently the quality of education in Kenyan secondary schools.

Background to the Study

Students' dropping out of school is a great concern of any government or society. Despite many policies and strategies developed to enhance a smooth transition rate in school, there are still students who withdraw from school prematurely. The Universal Declaration of Human Rights, Article 26, for instance states categorically that everyone has the right to education (UNESCO, 1998). To achieve this, the Kenyan government laid two policies and allocated money in the National budget to provision of education to her people.

Education is a very important part in developing human beings. Sharma (2004) writes that human beings need education because they are destined to be real men, not beasts, dull animals or chimps of wood. This is because education is the cornerstone of economic growth and socio-development and a principle means of improving the welfare of an individual. As a result, it increases the productive capabilities of the societies and the political, economical and scientific institutions. It also helps to reduce poverty by increasing the value and efficiency of labour offered by the poor and mitigating the population, health and nutritional consequence of poverty (Mulwa, 1998).

In fact, Liu (2004) carried out qualitative research in two rural communities in the North of China, in particular focusing on drop outs at secondary level and carrying out interviews with drop outs and the families of drop outs. Among the reasons put forward for dropping out was perceived future prospects or lack of them, school failing to provide impetus/motivation for continued study and youngsters admiring the lifestyles of contemporaries who had already left.

More specifically, parents indicated the youngsters were 'tired of study,' with schools being 'no fun'; there was little hope of entering university; and if they did graduate from university, few prospects afterwards; youngsters admired those working in the city with most dropouts going to the city to work soon after they left school; and they were persuaded by parents to leave.

The processes by which households make decisions about dropout, taking account of principle-agent considerations and intra-household dynamics, appear under researched. In terms of decision-making strategies,Al Samarrai and Peasgood (1998) describe them as being determined by an interaction of social, cultural and economic factors working through power relations within the household. They describe how decision making is often a negotiated process taking place between members of the household, rather than one individual. They propose that the stronger the bargaining powers of a family member the more influence they will have on resource allocation decisions (Sen, 1990). Bargaining power will be dependent on an individual's characteristics, and therefore the attributes of other household members, as well as the household heads, will be relevant when looking at schooling decisions.

On the other hand, in Kenya there are various factors that hinder achievement of universal literacy. Chief among them is the high rates of dropouts. The rate of dropout in our secondary schools has continued to rise despite efforts taken by various stakeholders to minimize it. The dropout problem has been drawn back in Kenyan's education cycles, in a sense that it brings about wastage, a problem which produces citizens who are not adequately prepared to be absorbed into the country's labor force. This group, instead become a liability to those whom they depend on (Ngware, 1994). Despite implicit demand for continued attendance, students still dropout from the education system. It is therefore expected that knowledge of the influence of home based factors on dropping out will be a starting point in seeking solutions to the problem.

Statement of the Problem

The government through the Ministry of Education has come up with the fees guidelines which are aimed at making secondary school education affordable to many Kenyans thus reducing drop outs. However, records at Rongai District Education officer's office indicate that the dropout rates are still rampant in the District. The records show that in the year 2011 alone, two hundred and sixty two students dropped out from seventeen selected co educational public day secondary schools. In fact it is clear that forty two students had dropped out from one school. However, the influence of home based factors on dropout rates had not been documented but just the figures of dropout rates. This study was thus set to ascertain the influence of home based factors on dropout rates of students in co-educational public day secondary schools in Rongai District, Nakuru County, Kenya.

Theoretical Justification for the Study

This study was informed by Vroom's expectancy theory .This theory in Luthans (1985) argues that motivation depends on personal belief in the probability that effort will lead to good performance and that good performance will lead to them receiving an outcome they value. According to this theory, decision regarding participation and dropping out among students are functions of cognitive, social and environmental variables. Expectancy is a result of a belief that education should have a desirable consequences, that there is a good chance of completing the programme and achieving successful outcomes. Valence is the degree, to which participation in education will meet or satisfy certain needs. According to expectancy theory, a course is a function of expectation and valence. School attendance is closely intertwined with expectation that one would be in a better position to meet basic needs. Thus in a situation where the school system in the view of the learners, is not contributing towards the meeting of basic needs, the learner would opt out of school. Therefore the expectancy theory is suitable in explaining how the variance in learner's expectations and school goals can contribute to dropout among secondary school students.

Conceptual Framework

The conceptual framework represents the relationship between the independent variables, intervening and dependent variables. It has been developed from the retrieved literature and related theory.
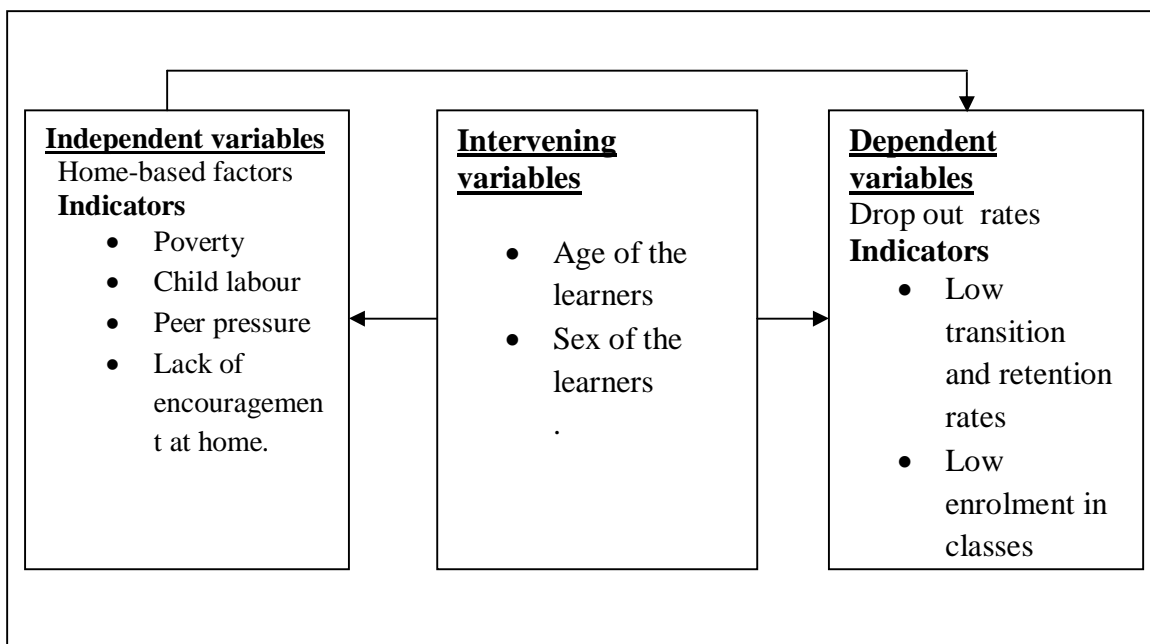
Figure 1: Influence of Home Based Factors on Dropout Rates of Students in Co Educational Public Day Secondary Schools

Research Questions

This study explored this research question:

    i)   What are the home based factors that cause the students to drop out from school?

Research Design and Methodology

This study was undertaken in co-educational Public day secondary schools in Rongai district Nakuru County, Kenya. This was because records at the DEO's office indicated that the dropout rates were high. The target population for this study was all the 755 Form three students and 8 head teachers in 8 co-educational public day secondary schools in Rongai District, Nakuru County Kenya. The accessible population was 169 Form three students and 8 head teachers. The study used a descriptive research design. In selecting the sample to be involved, guidelines by Mugenda & Mugenda (1999) were used. According to them, a sample of 10—30% of the total population is appropriate in collecting the information that is a representative of the total population. As a result a sample of 169 students was selected from a population of 755. This was 22% of the total population. Moreover simple random sampling was used to select the students which formed the sample. This gave all of them equal chances of being selected. There were 394 boys and 361 girls and therefore the sample of both boys and girls was calculated by dividing the number of boys in the population by the total number of the population then multiplying it by the sample size. To get the number of girls in the sample, the total number of girls in the population was divided by the total population then multiplied by the sample size. The table below shows the population of each school and the respective sample sizes per sex.

Table 1: Showing the Population Sizes of all Selected Schools and Their Respective Sample Sizes

School Name	F3 Population	Population For Boys	Sample For Boys	Population For Girls	Sample For Girls
Kampi Ya Moto	82	44	10	38	9
Athinai	270	142	32	128	29
Lenginet	57	31	7	26	6
Ol Rongai	133	66	15	67	15
Kiamunyi	55	25	5	30	7
Bomasan	53	26	6	27	6
Mawe	60	37	8	23	5
Boror	45	23	5	22	4
TOTAL	755	394	88	361	81
SAMPLE SIZE	169				

Validity of the Instrument

Piloting was done to establish the clarity of meaning and comprehensibility of each item in the research instruments. Since the student sample was selected from the Form 3 students from 8 secondary schools in Rongai District, the researcher piloted the research instrument in 2 schools which were not to be used for the study. This is because these schools shared the same characteristics with the schools under study. The content validity of the instrument on the other hand was determined by the researcher discussing the items in the instrument with the supervisors, colleagues and other lecturers in the Department of Educational Management.

Reliability of the Instrument

Split-half technique was used to test reliability where it required only one testing session. The split half procedure involved scoring two halves (odd items and even items) of the instruments for each person and the co relation co efficient was tabulated using the spearman's Brown Prophecy formula. To calculate this, the reliability co efficient score is equals to two times reliability of for half test divided by one plus reliability. The instrument was adopted because the reliability co efficient was 0.718.According to Mugenda $ Mughenda (1999), a reliability co efficient of over 0.7 is reliable as it eliminates the errors.

Results and Discussion

i) The Home Based factors that caused dropouts

The first objective was to determine the home based factors that caused dropouts. In this study; the home based factors refer to factors that originate from home of the student that caused one to drop out of school. The researcher presented thirty six suggested causes of drop out. Out of the thirty six, eight causes had an agreed response rate of (70%).These eight factors were selected for ease of analysis. The study established that the highest drop outs cases were those caused by early marriages and teenage pregnancy each with 88% response. The table below gives the suggested causes of dropouts and their responses.

Table 2: Home Based Factors that Caused Dropouts

Suggested cause of dropout	Number of those who agreed that it caused dropouts.	Total number of respondents	Percentage
1.Teenage pregnancy	148	169	88%
2.Early marriages	148	169	88%
3.Effects of drugs	138	169	82%
4.Peer group influence	136	169	80%
5.Lack of money for fees	128	169	76%
6.Lack of parental guidance	128	169	76%
7.Lack of encouragement at home	121	169	72%
8. Discrimination at home	120	169	71%

It is clear from the above findings that students still drop out to get married or after getting pregnant. According to GOK and UNICEF (1992), 10,000 secondary school girls dropped out on account of pregnancy every year. Another problem was early marriage among girls yet this was a report compiled twenty years earlier and the same problems are still the major causes of drop outs in Kenyan schools today. These findings imply that little was being done by all the stakeholders to ensure that early marriages and teenage pregnancies are curbed. The effect of drugs and peer influence both also had an agreed rate of 80% and above. A drug is any chemical substance which when taken affect the proper functioning of the body. There are two types of drugs, those which are not harmful to the body like those prescribed in hospitals when one is sick and those that are harmful to the body like 'khat', bhang, glue, paint thinners, cocaine etc .The latter types are prohibited by law and are therefore illegal. Due to the increase use of drugs among the youth, there had been a reported increase of crimes and dropouts in schools (Mumbi, 2009).

This implies that even as NACADA was fighting the use of drugs in schools to the extent of banning bars and kiosks near the schools as a way of curbing this menace, still this did not effectively curb the use of drugs. Peer pressure on the other hand received the same response as a cause of drop out with the effect of drugs. Peers are people of the same age, rank, status or ability. In this case they are friends or age mates who learn, talk, compare ideas or do things together. Some of the problems that peers face are drug abuse, anger, violence, sexual pressures, pornography etc. Lack of: money for fees, parental guidance, and discrimination at home were some of the factors with an agreed response of 70% and above. The findings seem to suggest that parents were not playing their role towards their children satisfactorily. The government intended to build 560 new secondary schools and expand or rehabilitate existing ones by the end of the year 2012 to improve access to education (GOK 2008).According to GOK (2012a); the government disbursed 6.3 billion to 355 secondary schools to be used in the expansion of their facilities. It thus a challenge that nothing was being done by the same government to ensure that the students that were being targeted remained in school to complete the course.

Conclusion

Based on the above findings, the study concludes that home based factors have an influence on the drop outs. Factors such as teenage pregnancy and early marriages were agreed by most respondents to be causing drop outs.

References

Al Samarrai, S. and Peasgood, T. (1998). *Educational Attainments and Household Characteristics in Tanzania*. Education Review journal, 17(4): 395-417.

Batbaatar, M., Bold, T., Marshall, J., Oyuntsetseg, D., Tamir, C. and Tumennast, G. (2006). *Children on the Move: Rural-Urban Migration and Access to Education in Mongolia*. CHIP Report No. 17. Save the Children UK/CHIP.

Borg,W.R. and Gall,M.D.(1989).*Education Research*. New York: Longman.

Boyle, S., Brock, A., Mace, J. and Sibbons, M. (2002). *Reaching the Poor: The 'Cost of Sending Children to School*. Synthesis Report. London: DFID.

Brock, C. and Cammish, N. (1997). *Factors Affecting Female Participation in Education in Seven Developing Countries*. Education Research Paper No 9. London: DFID

Cardoso, A.R. and Verner, D. (2007). *School Drop-out and Push-out Factors in Brazil: The Role of Early Parenthood, Child Labor, and Poverty*. IZA Discussion Paper No 2515. Bonn: Institute for the Study of Labour (IZA).

Chilisa, B. (2002). *National Policies on Pregnancy in Education Systems in Sub-Saharan Africa: The Case of Botswana*. *Sex and Education*, 14(1): 21-35.

Cohen, L. and Manion, L. (1974). *Research Methods in Education*. London, Routledge.

Colclough, C., Rose, P. and Tembon, M. (2000). *Sex Inequalities in Primary Schooling: The Roles of Poverty and Adverse Cultural Practice*. International Journal of Educational Development, 20: 5–27.

Cordova, E.L. (2006). *Improving health and education*. id21 [Internet]. Available from http://www.id21.org/zinter/id21zinter.exe?a=1&i=insights60art2&u=47052 [Accessed April 2011]. Chugh, S. (2004).

Deolikar,A.(1999).*Primary and Secondary education in Kenya*. Washington D.C: The World Bank.

Dondo, M.(2007).*Guidance and Counseling for schools and Colleges* .Nairobi:Migori School of Guidance and Counseling.

Dunne, M. and Leach, F. (2005). *Sexed School Experiences: The Influence on Dropout and Achievement*. London: DFID.

Eipstein, J.L(2000).*Understanding the School parent Influence*; Virginia State: Hopkins University press.

.Government of Kenya. (2007a).*Kenya Vision 2030 Brochure*. Nairobi: Government printers.

Government of Kenya. (2008).*Medium Term Plan 2008-2012*.Nairobi: Government printers.

Government of Kenya. (2012a)*Kenya vision 2030: A globally competitive and prosperous Kenya.* Retrieved 10/8/2012 from www.vision 2030.go.ke

Grant, M. and Hallman, K. (2006). *Pregnancy Related School Dropout and Prior Performance in South Africa.* Policy Research Division Working Paper No 212. New York: Population Council.

Hashim, I.M. (2005). *Exploring the Linkages between Children's Independent Migration and Education: Evidence from Ghana.* Working Paper T12. DRC on Migration, Globalization and Poverty. Brighton: University of Sussex

Hunt, F. (2007). *Schooling Citizens: A study of Policy in Practice in South Africa* Unpublished DPhil Thesis. Brighton: University of Sussex.

Hunter, N. and May, J. (2003). *Poverty, Shocks and School Disruption Episode Among Adolescents in South Africa.* CSDS Working Paper, No. 35.

Kane, E. (2004). Girls' *Education in Africa: What Do We Know About Strategies That Work?* Washington DC: World Bank.

Kathuri, J.N. & Pals, D.A. (1993*). Introduction to Educational Research.* Njoro, Kenya: Egerton University Press.

Kibera, L.W. and Kimokoti, (2007*).Fundamentals of sociology of Education.* Nairobi: University of Nairobi.

Kigotho, W. (2005). '*Schools' Great Dilemma'* The Standard, February 24th, 2005.

Kigotho, W. (2006). '*Bullying Causes Girls to Drop out of Schools.* The Standard February, 2nd 2006.

Liu, F. (2004). *Basic Education in China's Rural Areas: A Legal Obligation or an Individual Choice*? International Journal of Educational Development, 24: 5-21.

Luthans, F. (1985).*Organizational Behavior.* USA: McGraw Hill.

Mansuri, G. (2006). *Migration, School Attainment and Child Labor: Evidence from Rural Pakistan.* Washington DC: World Bank.

Meekers, D. and Ahmed, G. (1999). *Pregnancy-Related School Dropouts in Botswana. Population Studies*, 53(2): 195-209.

Micheka, E.N. (1983). *An Investigation of the Causes of Pupil Drop out in Primary Schools in Kisii District of Kenya.* Unpublished project report, University of Nairobi.

Mugenda, M.O and Mugenda, G.A (1999). *Research Methods: Quantitative and Qualitative Approach.* Acts Press: Kenya.

Mulwa, N.C. (1998). *Pupils, Teachers and Parents Perceptions of Causes of Pupils' Absenteeism and Dropping out in Primary School in Arid and Semi-Arid Areas. A case Study of Keiyo District.* Unpublished M.Ed. thesis, Moi

Mumbi, L. (2009).*Child Growth and Development.* Nairobi: Sasa Sema publishers.

Mutai, N.C. (2000).*How to write Quality Research Proposal Complete and* Simplified *Recipe.* Nairobi*:* Thelley Publishers. Mutai, B.K. (2000

Mwamwenda, T.S.(2004).*Educational Psychology.*Sandton:Heinmann Press.

Mwiti, G.K.(2006).*Child Abuse; Detection, Prevention and Counselling*. Nairobi: Evangel Publishing House.

Nekatibeb, T. (2002*). Low participation of female students in primary education: a case study of drop outs from the Amhara and Oromia Regional States in Ethiopia.* Addis Ababa: UNESCO.

Ncebere, N.M. (1987). *An Investigation into Factors Contributing to Drop Out Problem of Girls in Primary Schools in Ithima Location of Igembe Division of Meru District.* Unpublished project report Kenyatta University, Nairobi, Kenya.

Nguru, G.N. (1980). *School Dropout in Kenya.* Staff seminar paper presented at Bureau Education Research, Kenyatta University, and Nairobi, Kenya.

Ngware, W. (1994). *The Nature Tread and Causes of Primary School Wastage in Kenya.* A Case Study of Primary Schools in Rumuruti and Ngarua Divisions, Laikipia District. Unpublished M.Ed. thesis, Moi University, Eldoret, Kenya.

Nkinyangi, J.A (1980*).Social Economic Determinant and early school withdrawal at the primary school level and their implications for education.* Unpublished PhD Dissertation, University of Stanford,

Papalia, E. (1989).*Human development.*Baskerville:York Graphic,Services,inc

Porteus, K, Clacherty, G., Mdiya, L., Pelo, J., Matsai, K., Qwabe, S. and Donald, D. (2000). '*Out of School' Children in South Africa:* An Analysis of Causes in a Group of Marginalized, Urban 7 to 15 Year Olds. Support for Learning, 15(1): 8-12.

Rao, N, (2002).*Educational Psychology.* New Delhi: New age international (P) Limited Publishers.

Republic of Kenya, (1997).*Master Plan on Education and Training,1997-2010.*Nairobi:Jomo Kenyatta Foundation.

*Sessional Paper for the year 2005. Sessional Paper No 1 of 2005.*Retrieved 1/8/2012 from www.parliament.go.ke

Sifuna, D.N. and Chege, F.N. (2006).Girls' and Women's education in Kenya. Nairobi: UNESCO.

Sharma, *S.*P. (2004).*Basic Principles of Education*. New Delhi: Kanishka Publishers.

Wanyoike,W.(2003).*Understanding Youth and Family; from Christian Perspective.*Nyeri Kenya:Wilson Wanyoike Publishers.

Wrigley,J. (1995).*Education and Gender Equality*. London:The Palmer press.