Home Based Factors as Determinants of Secondary School Students Dropouts in Nakuru County, Kenya

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Abstract
The purpose of this study was to investigate the determinants of secondary school dropout in Nakuru County, Kenya. This study investigated; if home-based factors determine secondary school dropouts. The study employed the causal comparative design. The researcher used stratified random sampling technique to obtain 180 Form three students. The data from the field was mainly collected using questionnaires, interview schedules and document analysis. The data was analyzed mainly through descriptive methods such as tabulation of frequencies, mean and percentages. The study was guided by Robensons’ and Hoghliems’ Expectancy-Valence theory which states that the decision regarding participation and dropping out among students is functions of cognitive, social and environmental variables. The finding of this study revealed that the governments’ objectives of retaining all students in secondary school have not been met in the study area. The study established that an average 10.2 percent of students dropped out of secondary schools in the study area. This was against the global commitment of attaining Education for All (EFA) as agreed in the Jomtien Conference in 1990 and Dakar, Senegal in 2000. The study recommended that, there is need to efficiently and effectively run the Constituency Development Fund (C.D.F) and bursary schemes operated by the Ministry of Education (MEO). There is need also for the government of Kenya and Non Governmental Organizations (N.G.O’s) to assist parents to start up small businesses through micro financing. Further, the government of Kenya needs to spell out clearly the guidelines on how teenage mothers would be admitted back to school as the 1994 policy was not clear on this. The finding would be useful to policy makers, parents, students and the community at large.

Keywords: Home-Based Factors, Determinant, Drop Out, Students, Questionnaire.

Introduction
The causal relationship between education and development became increasingly accepted by academicians and policy makers in the late 1950’s. Education came to be viewed almost without question as an important and indeed crucial agent of rapid economic growth of nations. Education is the cornerstone of economic growth and socio-development and a principle means of improving the welfare of an individual. 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 (IBRID/World bank, 1990: 8 cited in Mulwa 1998). A report on secondary school education says there are many distractions that prevent the completion of the syllabus. Kigotho (2005) observed that many schools have allowed students to go for the half term break. Traditionally, the break was meant to provide students in boarding secondary schools with time off from a highly structured schedule. This would give them an opportunity to reflect on their studies for the remaining
part of the term. However, the half term break has been extended to day secondary schools and even primary schools, especially in urban areas. Consequently, it seems to have lost meaning and reduced the number of days students are in the classrooms.

The processes by which households make decisions about dropout, taking account of principal-agent considerations and intra-household dynamics, appear under researched. In terms of decision-making strategies, Al Samarrai & 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: The stronger the bargaining power of a family member the more influence they will have on resource allocation decisions. 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. (An educated mother) is likely to have more bargaining power within the household and her preferences for educated children will play a larger role in the decision to send her children to school (Al Samarrai & Peasgood, 1998). 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. Liu (2004) categorized parents into three areas: those supportive of children dropping out, those indifferent and those opposed to it. In most cases it appears children made the decision to quit schools themselves, with parents opposed to the move often scolding, trying to persuade and physically punishing the youngster in order to get them to rethink; but those supporting the decision providing little resistance. In many cases a ‘lack of hope’ both on the part of parents and children seems to infuse decisions to drop out of school, particularly for boys. Girls on the other hand, if they do not reach university, are more likely to be drawn into marriage at an early age, with less of a burden placed around their future prospects. Liu (2004) also describes the rational choices children and parents made about educational access (and dropping out) in the context of rural China. Liu talks about how parents have traditionally seen schooling as a potential route to higher education, increased prestige and social mobility.

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 school has continued to rise despite efforts taken by various stakeholders to minimize it. The dropout problem has been draw 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 labour force. This group, instead become a liability to those whom they depend on (Ngware, 1994). Despite implicit demand for continued attendance, students still dropouts from the education system. It is therefore hoped that knowledge of the determinants of dropping out will be a starting point in seeking solutions to the problem.

**Literature Review**

Research suggests that a range of interrelated demand and supply factors interact to influence how and why children drop out from school. Studies indicate that pregnancy is a significant cause of dropout for teenage girls from school (e.g. Cardoso & Verner, 2007; Fentiman et al, 1999; Grant & Hallman, 2006; Hunter & May, 2003; Nekatibeb, 2002; Dunne & Leach, 2005; Brock & Cammish, 1997; Kane, 2004. In Dunne and Leach’s (2005) research on secondary schools in Botswana and Ghana, the
predominant reason for female dropout was cited as pregnancy. Some studies suggest there are predictors of teenage pregnancy (and thus drop out). These include:

- Girls with poor school performance (Grant & Hallman, 2006; Department of Family Health study in Kenya 1988, in Grant & Hallman, 2004);
- Girls who have previously been temporarily withdrawn from school (Grant & Hallman, 2006);
- Low economic status (Hallman and Grant, in Grant & Hallman, 2006);
- Family migratory life styles and the consequent vulnerability of girls (Dunne & Leach, 2005).

In some cases, institutionally-led discriminatory practices can act as a factor in pushing girls towards dropping out. In South Africa, while students cannot be discriminated against because of pregnancy, in interviews teachers and principals claimed that students were expected to leave school ‘as they start to show’ (Hunt, 2007: DPhil research data). Forms of gender violence against girls can lead to girls becoming pregnant (Boyle et al, 2002). It is also the case that some girls may chose to get pregnant, and pregnancy is a planned lifestyle choice. Lloyd and Mensch (1995 in Grant & Hallman, 2006) claim that the lack of social and economic opportunities for girls and domestic demands placed on them, along with gender inequities of education system, may lead to poor academic performances which may endorse early motherhood. Both Malawi (Kane, 2004) and Botswana (Dunne & Leach, 2005) have, or have had, laws which temporarily exclude (with the pregnant girl) the father of the child from school, if they are attending. Yet, Dunne & Leach’s (2005) research suggests that in practice this only affects the girl, meaning drop out for girls is much higher than for boys as a consequence of pregnancy. Many countries allow girls who have been pregnant to return to school (e.g. South Africa, Malawi and Botswana). Yet, there is little evidence to suggest re-entry levels are significant. According to Grant and Hallman (2006) re-entry may depend to some extent on whether the girls become primary care givers to their children, or whether they are able to share or relinquish childcare responsibilities. Young women who live with an adult female were more likely to return to school following a pregnancy-related drop-out (Grant & Hallman, 2006). Research by Meekers and Ahmed (1999) in Botswana claimed that those students with good motivation and results before pregnancy were more likely to return. There are other factors which mitigate against re-entry. Some girls marry or move into their partner’s home following a pregnancy (Kaufman, 2001 cited in Grant & Hallman, 2006) which might move them away from their educational base. In Botswana, while girls are allowed to re-enter ‘it has been found that many girls do not return to school due to fear of ridicule, intimidation, social branding and harassment by the school community’ (Dunne and Leach, 2005, drawing on Chilisa, 2002). In some cases there might be reluctance at the school level to girls’ re-entry and the ‘intimidating social context experienced by returners’ (Dunne & Leach, 2005). Similarly, while policies may allow re-entry ‘this information may not be clearly conveyed throughout the system … or communities may continue to adhere to their own cultural norms preventing these girls from attending school’ (Kane, 2004). Pregnancy also increases financial pressures on potential students, with other financial factors still applying e.g. school fees. In research by Grant and Hallman (2006), of the students in South Africa who had been pregnant and not returned to school, 19% cited their inability to pay school fees as a reason. Thus, ‘in these cases, disentangling the relative importance of pregnancy and economic vulnerability in determining school dropout is difficult’ (Grant & Hallman, 2006). Thus there is need to investigate on how teenage pregnancy influences secondary school dropouts in Nakuru County.

Child migration can be linked to both increased and decreased educational opportunities (Hashim, 2005). For example, children may move into urban areas to access education; but also may migrate to gain paid employment, which may limit educational chances; children living in slum areas or without permanent residence may move frequently, often leaving school as a result (Chitnis & Suwan, 1984 cited in Chugh, 2004). Migration patterns of communities and labour market expectations may influence demand for schooling and therefore dropping out. For example, Ping and Pieke’s (2003, cited in Hashim, 2005) review of rural-urban migration in China suggests that there is little incentive to acquire an education beyond elementary literacy in their case study community, due to labour market demands. Thus, in villages where there is a lot of rural-urban migration, pupils frequently drop out of school before the completion of compulsory education to migrate to cities. In other cases, an
education might be the means by which young people can leave communities in order to find better work elsewhere and as such there is an external incentive to remain in school. Colclough et al (2000) highlight the experiences of girls migrating to work as housemaids in Guinea and Ethiopia, but rather than income being used to contribute to schooling expenses, they are usually obliged to give their income to their parents. In terms of adult migration (where remittances are generally transferred back to communities) there is some research in relation to retention and drop out. In poor rural Pakistan where economic migration is usually undertaken by men (leaving female-headed households), evidence (Mansuri, 2006) suggests that children in migrant households are more likely to attend school and remain in school, accumulating more years of schooling compared to those in non-migrant households. Yet, girls in migrant-households headed by women are still significantly more likely to drop out than boys, and both boys and girls in these households tend to work more. Mansuri’s (2006) paper concludes that while educational benefits of migration relate to the increased income flows into the household, traditional household structures and social patterns remain. Research by Cordova (2006) also highlights the positive relationship between migration, remittances and schooling retention. The research makes the following claims: In El Salvador, US$100 of remittance income lowers the probability of children leaving school by 54% in urban areas; and in the Philippines, a 10% rise in household income through remittances leads to a proportional increase in enrolment rates among children aged 17 to 2111.

In terms of children who have migrated to schools, there appears to be limited research in relation to dropping out. Dunne and Leach (2005) indicated an increased vulnerability to early withdrawal for child educational migrants in Ghana and Botswana. Liu (2004) describes the difficult conditions in boarding schools in China (with poor food and dormitories) and how this had led a small sample of children to drop out. Research on rural-urban individual child and household migration indicates that around three times more migrant children are out of school, than non-migrant children i.e. long term residents, with migrant children four times more likely to drop out (Batbaatar et al, 2006). The study carried out qualitative research with parents of migrant-drop outs. The main reason given for dropping out was that urban schools would not accept the children when they moved. These urban schools were often overcrowded, but with achieving decent attainment results, were keen not to let standards slip with the influx of rural children (with perceived weaker educational levels). Other factors raised included poverty levels of migrant families, with some not being able to pay school fees and related costs, a lack of available support structures and a lack of influence/standing within their new communities which might have enabled access to schooling. Migration can also lead to temporary withdrawals from school, while access is gained to other schools. In South Africa the migration process is significant as students try to gain access to better quality schooling. These often overcrowded schools can reject applicants, leading to temporary gaps in education as potential students apply elsewhere. Porteus et al (2000) outline the problems of migrants accessing schools in South Africa, with schools requiring documentation, e.g. birth certificate and school transfer forms, which can delay access. Similarly in Mongolia, Batbaatar, et al (2006) note the administrative difficulties often faced by rural migrants to urban areas: Migrant children have to submit their registration documents (provided by the administrative unit) to be accepted into school. Thus there is need to investigate on how migration influences secondary school dropouts in Nakuru County.

**Methodology**

**Research Design**

This study used causal comparative design because causes of dropouts which serve as the independent variables cannot be directly controlled by the researcher because their manifestations had already occurred and therefore not manipulable (Cohen & Manion, 2009; Nachmias & Nachmias, 1996; Kerlinger, 2000). Thus, the researcher was able to relate after-the-fact analysis to an outcome or the dependent variable (Kathuri & Pals, 1993).
Study Area
This study was undertaken in public secondary schools in Nakuru County which is situated in Kenya. It is geographically located between latitude $0^\circ 25.3'$ North and $0^\circ 53.2'$ North and longitude $35^\circ 24.4'$ East and $36^\circ 04'$ East. The altitude is 2000 M above sea level. The mean annual rainfall is 1500mm and the average temperature range from $18^\circ C$ to $28^\circ C$. The study focused only on fifteen schools.

Sample size
The main factor to consider in determining the sample size is the need to keep it manageable. This enabled the researcher to derive from the sample a detailed data at an affordable cost in terms of time, finances and human resources (Mugenda and Mugenda 1999).

Data collection instruments
Data was collected from students in the selected schools. The researcher used questionnaires, interview schedule and document analysis as the data collection instruments. Data was collected from students in the selected secondary schools. The researcher used questionnaire for students as the data collection instruments. Both closed and open-ended items were used in the questionnaire. A closed-ended questionnaire is one which the respondent is offered the choice of alternative responses. Open-ended questionnaire is not followed by any kind of choice and the answers have to be recorded in full in order to support and check the alternative choice responses given by the respondent.

Reliability of the instrument
This refers to the measure of the degree to which research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). It is the precision or consistency of the test or it is the extent to which the test measures whatever it does consistently. Split-half technique was used to test reliability where it required only one testing session. In this approach, an instrument was designed in such a way that there are two parts. Respondents’ scores from odd numbers correlated with scores from even numbers.

Validity of the instrument
It is also the extent to which a research performs what it was designed to do and how accurate the data obtained in the study represents the variables of the study (Mugenda, and Mugenda, 1999). Piloting was done to establish the clarity of meaning and comprehensibility of each item in the research instruments. The content validity of the instrument was determined by the researcher discussing the items in the instrument with the supervisors, and lecturers in the Department of Educational Management (Mutai, 2000).

Procedure
The researcher and research assistants ensured the sampled respondents were the ones providing appropriate responses in the questionnaire. The research assistants were trained in administering of the instrument and participated in piloting and correcting of the instrument before the final use. The researcher read the items to the students one after another without offering any interpretation to the items. The respondents were not allowed to fill in the instruments until they indicated that they had clearly understood the procedure. Enough time was allowed for all the respondents to finish. A researcher asked the students to use permanent ink pens.

Results and Discussion
Home based factors that influence students to drop out of secondary school as perceived by students.
Table 1: Students’ ranking of home-based factors causing drop outs.

<table>
<thead>
<tr>
<th>Rank</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
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<td>5</td>
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<td>14.4</td>
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</tbody>
</table>

Note:

T1: Frequent quarrels and fights among the parents at home hence cannot concentrate in class.
T2: Low level of education among parents who lack adequate understanding of the importance of education.
T3: Lack of encouragement and motivation from parents.
T4: Due to depression and stress caused by divorce of parents.
T5: Attending casual employment to meet basic needs.

Findings

Table 1 shows that data from student respondents on home-based factors ranked from the most influencing to the least influencing factor. From the table, it can be observed that 80 of the student respondents ranked low level of education among parents who lack adequate understanding of the importance of education as the most influencing factor that causes them to drop out of secondary schools in Nakuru County. Sixty-four of the students’ respondents ranked lack of encouragement and motivation from parents as the most influencing factor that causes them to drop out. Forty-five of the respondents ranked frequent quarrels and fights among the parents at home hence cannot concentrate in the class as the third most influencing factor that causes them to drop out of secondary school in Nakuru County. Depression and stress caused by divorce of parents was ranked as the fourth factor causing students to drop out in Nakuru County. This factor was ranked by 54 of the student respondents. Lastly, attending casual employment to meet basic needs was ranked as the least influencing factor causing them to drop out of secondary schools in Nakuru County. Forty-six of the student respondents gave this ranking.

Interpretation

From Table it can be observed that the student respondents believed that low level of education among parents who lacked adequate understanding of the importance of education plays an influencing role in causing students to drop out of secondary schools in Nakuru County. Parental level of education plays a very central role in determining a students’ performance in school. Parents with low levels of education do not appreciate the benefits of education. Due to this ignorance they will not monitor their children’s progress in school. Parents with low level on education do not motivate and encourage their children to attend school regularly as the literate parents who do not only encourage and motivate their children, but also act as role models.

Lack of encouragement and motivation from parents was ranked as the second most influencing factor by the student respondents. This factor is closely related to the above factor. Because of the parent’s low level of education in the study area, the students are not encouraged and motivated to continue with schooling. This is because of the fact that schooling and learning process is a challenging process, which requires a lot of encouragement and motivation. Therefore due to lack of encouragement and motivation, the students would drop out of school because they do not know the real benefits of education. Frequent quarrels and fights among parents at home were ranked as the third most influencing factor. To the student respondents, frequent quarrels and fights among parents at home affects them psychologically. They get disturbed and therefore do not concentrate in the classroom. To a very large extent, parents who frequently quarrel and fight are more often drunk. Because of this, they become very disorderly to an extent of fighting in front of their children who
watch helplessly as their parents batter themselves to an extent of even hurting themselves. Children in such environments are affected psychologically and when they are in school they keep on recalling such scores, which continue to disturb them.

The student respondents ranked depression and stress, caused by divorce of parents, as the fourth factor causing students to drop out from secondary schools in Nakuru County. Children from divorced parents lack parental love. Single parents cannot give out parental love for the other missing parent. The changing cultural set ups have resulted in increased divorce case. In the past in the district, divorce cases were unheard of because the community was closely held by strict traditions and beliefs. Therefore, increased case of divorce stresses and depresses the students because they cannot comprehend why their parents divorced. In the school set ups also, students from such backgrounds are shunned by fellow students, who even stresses them and depresses them even further. The students are further stressed and depressed while the teachers even do not understand their plight. In most cases, where such understanding lacks, the teachers handle the students equally ignoring the difference among the students. Students from such background continue to be seen as indiscipline when all they need understands.

Lastly, the student respondents ranked attending casual employment to meet basic needs as the least influencing factor causing them to drop out from secondary schools in Nakuru County. Student respondents felt that students drop out from school so as to be employed casually to raise some money to buy food and clothes. Given the nature of most families in the area of study students are forced to opt out of school so as to assist their parents to meet basic needs.

**Home-based factors that influence students to drop out of secondary school as perceived by the class teachers**

Table 2: Class Teachers’ ranking of home-based causes of drop outs.

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<tr>
<th>Factors Rank</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
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<tr>
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<tr>
<td>3</td>
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<td>16.7</td>
<td>8.3</td>
<td>16.7</td>
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</tbody>
</table>

**Note:**
T1: Frequent quarrels and fights among the parents at home hence cannot concentrate in class
T2: Low level of education among parents who lack adequate understanding of the importance of education.
T3: Lack of encouragement and motivation from parents.
T4: Due to depression and stress caused by divorce of parents.
T5: Attending casual employment to meet basic needs.

**Findings**
Table 20 on page 80, show the results on research question 2. Lack of encouragement and motivation from parents was ranked by the class teachers as the most influencing factor. This factor was ranked by 5, (41.7%) of the respondents. This was followed by frequent quarrels and fights among parents at home hence could not concentrate in class. This was ranked second by 5, (41.7%) of the respondents. Low level of education among parents who lack adequate understanding of the importance of education was ranked by 5 (41.7%) of the respondents as the third most influencing factor. Six (50%)
of the class respondents ranked depression and stress caused by divorce of parents as the fourth most influencing factor causing students to drop out of secondary schools in Nakuru County. Lastly, 5 (41.7%) of the respondents ranked attending casuals employment as the least most influencing home-based factor.

**Interpretation**
Class teachers who took part in the study felt that lack of encouragement and motivation from parents highly contributed to secondary school drop outs in Nakuru County. As much as students should be intrinsically motivated, they should also be extrinsically motivated. Parents are required to play a role in the latter. Due to parents’ low level of education, as indicated earlier, students do not get extrinsically motivated. They, therefore, lose interest and opt to drop out of secondary school. Frequent quarrels and fights among the parents at home, further played a role in making students to drop out of secondary schools in Nakuru County. The quarrels and fights at home affect students because they get disturbed whenever their parents fight. As indicated earlier, most of them think about the safety of their mothers because these are the most battered in the district. This disturbance distracts them from learning, thus making them to lag behind in their class work. These students eventually perform poorly in class and because of they get discouraged and they end up opting to drop out of school. Low level of education among parents who lack adequate understanding of the importance of education, depression and stress caused by divorce parents, as indicated earlier, will affect the students physically, psychologically and emotionally. This would make them to lose interest in learning thus dropping out of school. Due to limited economic opportunities in the district, some parents fail to provide basic needs to their children. These children will end up dropping out of school.

Depression and stress caused by divorce of parents, as indicated earlier, will affect the students physically, psychologically and emotionally. This would make them to lose interest in learning thus dropping out of school. Due to limited economic opportunities in the district, some parents fail to provide basic needs to their children. These children will therefore miss what to use in school which would force some of them to absent from school to attend casual employment to meet basic needs. When this continues for long, such students drop out of school.

**Home-based factors that influence students to drop out of secondary school as perceived by the Guidance and Counseling Teachers**

Table 3: Guidance and Counseling teachers’ ranking of home-based causes of drop outs

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<thead>
<tr>
<th>Factors Rank</th>
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**Note:**
T1: Frequent quarrels and fights among the parents at home hence cannot concentrate in class
T2: Low level of education among parents who lack adequate understanding of the importance of education.
T3: Lack of encouragement and motivation from parents.
T4: Due to depression and stress caused by divorce of parents.
T5: Attending casual employment to meet basic needs.
Findings

The Guidance and Counseling teachers, who participated in the study, were of the opinion that the most influencing factor that makes students to drop out of secondary school in Nakuru County was due to low level of education among parents who lack adequate understanding of the importance of education as indicated in page 80. This factor was also ranked as the most influencing by students 5, (41.6%). The second most influencing factor, as perceived by the Guidance and Counseling teachers, was due to lack of encouragement and motivation from parents, 5, (41.6%) of respondents ranked so. Frequent quarrels and fights among parents at home was ranked as the third most influencing factor that makes students to drop out of secondary schools in Nakuru County. This was ranked so by 6 (50%) of the respondents. The fourth factor was due to depression and stress caused by divorced parents. Six, (50%) of the respondents ranked it as the fourth factor. Five, (41.6%) of the respondents ranked the least influencing factor as due to attending casual employment to meet basic needs.

Interpretation

Table 3, indicates the ranking of home-based factors by Guidance and Counseling teachers. From the table, it can be observed that Guidance and Counseling teachers’ respondents were of the opinion that, low level of education among parents who lacked adequate understanding of the importance of education, were the most influencing home-based factor that caused secondary school students to drop out of school in Nakuru County. Due to low literacy rates in the area (placed between 40-49% by UNICEF in 1992), parents are not aware of the benefits that can be achieved from schooling. They do not encourage and motivate their children to continue with schooling despite the challenges and the obstacles faced. Without support, students will opt out of school than continue poorly. The Guidance and Counseling teachers also viewed lack of encouragement and motivation from parents, as the second-most influencing factor that caused students to drop out of secondary schools in Nakuru County. With the hardships faced in the study area, schooling is a challenging endeavor, which needs constant encouragement and motivation from parents. But because of low level of education among them, students are not encouraged and motivated and as such they end up getting discouraged and demotivated. Rather than continuing to get discouraged in school such students opt to drop out of school.

Frequent quarrels and fights among parents at home, was perceived by Guidance and Counseling teachers as the third most influencing factor that made students to drop out of secondary schools in Nakuru County. Frequent quarrels among parents at home affect students psychologically. Such students cannot concentrate in class and therefore perform poorly in their classroom. Poor performance discourages them and forces them to opt out of school. Depression and caused by divorce of parents, was ranked as the fourth most influencing factor causing students to drop out in Nakuru County. Due to frequent quarrels and fights, some parents end up divorcing. Divorce depresses and stresses the students of divorced parents and is therefore forced to drop out of school.Lastly, Guidance and Counseling teachers perceived attending casual employment to meet basic needs, as the least influencing factor. They felt that attending casual employment does not contribute significantly to drop outs in Nakuru County.

Findings on the Home-Based Causes of Dropping out among the Secondary Students as Perceived by Students, Class teachers and Counseling Teachers

Students, class teachers and Guidance and Counseling teachers ranked home-based causes of drop-outs in secondary schools, from the most influencing to the least influencing as follows:

1. Low level of education among parents who lack adequate understanding of the importance of education.
2. Lack of encouragement and motivation from parents.
3. Frequent quarrels and fights among the parents at home.
4. Due to depression and stress caused by divorce of parents.
5. Attending casual work to meet basic needs.
Conclusion and Recommendations

The research findings established that, apart from home based factors that caused drop outs in secondary schools in disadvantaged districts, there are also those factors that are not home-based. These are factors that have been noted to cause drop outs in secondary schools in Nakuru County. The research concludes that, low level of education among parents and lack of encouragement and motivation from parents are the most influencing home-based factor that caused drop outs in secondary schools in Nakuru County. The findings established that teenage pregnancies and marriages are the most influencing factors that caused secondary school students in Nakuru County to drop out. From the findings of the present research study the following recommendations were made: There is need that girls who become pregnant while still in school should be encouraged to rejoin school once the weaning period is over. Parents of such children should be sensitized of their daughter’s future education. They should be encouraged to continue educating their children after weaning rather than marrying them off. The government of Kenya particularly needs to spell out clearly the guidelines on how teenage mothers who dropped out of school due to teenage pregnancy can be re-admitted back to school. The 1994 policy allowing their re-admission did not provide for this. There is also need to strengthen sex education in schools. Teachers should be given refresher courses so as to be able to play a bigger role in teaching of sex education. The current curriculum, which does not make adequate provision of sex information, should be improved. Such education would enlighten the girls on the dangers of engaging themselves in pre-marital sex at this stage of adolescence.

References


