INFLUENCE OF HOUSEHOLD FACTORS ON DROPOUT RATES IN PUBLIC SECONDARY SCHOOLS IN OLOITOKTOK SUB-COUNTY, KAJIADO COUNTY, KENYA

This Thesis is submitted in partial fulfillment of the requirements for the Award of the Degree of Master of Arts in Development Studies of St. Paul's University

STEPHEN OSEUR LEKASI
MDSMKS702818

SEPTEMBER 2020

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STEPHEN OSEUR LEKASI
MDSMKS702818

SUPERVISORS

1. **DR. DANIEL NZENGYA**
2. **DR. ANTONY ODEK**

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university



..... 24th August 2020.....

STEPHEN OSEUR LEKASI Date

Reg. No. MDSMKS702818

Word Count: 20,105

RECOMMENDATION

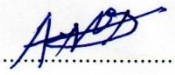
We confirm that the work reported in this thesis was carried out by the student under our supervision as the university supervisors.

....

Dr. Daniel Nzengya Date

Department of Development Studies

St. Paul's University



..... 24/08/2020.....

Dr.Odek Wando Antony Date

Department of Development Studies,

St. Paul's University.

DEDICATION

This research is dedicated to all the people who are dedicated to enhancing community development through literacy and education

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First, I thank God for the favour He extended to me that enabled me to complete this work. In the same vein, I would like to thank my university supervisors, Dr. Muasya Nzengya and Dr. Antony Odek for their unwavering commitment and insightful advice that made me come up with this thesis. My extreme appreciation also goes to the entire teaching staff especially those who taught me and availed to me the knowledge in my subject area. May I also say thank you to my family for enabling me to carry out my studies without hitches. Words alone may not be enough to express my gratitude but I pray that may God bless you abundantly.

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ABBREVIATIONS

EFA	Education for All
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
MDGs	Millennium Development Goals
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
SDG'S	Sustainable Development Goals
SPAF	Social Policies Analysis Framework
SRMF	Social Risk Management Framework
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

ABSTRACT

As much as educational opportunities have been diversified to enable many school-going children to attend schools, dropout rates remain a challenge especially in rural areas. This hinders development of the society because children are unable to acquire the skills that will empower them to participate meaningfully in the achievement of societal goals. According to the Ministry of Education, 4.5%-6% of all pupils enrolled in Kenyan Public schools end up dropping out. This is despite the spirited efforts by the government to open up educational opportunities in a bid to meet the SDGs on eliminating illiteracy. These rates of dropouts are attributable to several reasons among them being social and cultural factors. Therefore, this study sought to achieve the following objectives: To establish the influence of parental income on dropout rates in secondary school students in Oloitoktok Sub County; to determine the influence of parental education on school dropout rates in Oloitoktok Sub County; to assess the influence of family marital status on school dropout rates in Oloitoktok Sub County, and to analyze how family size leads to school dropout rates in Oloitoktok Sub County. The research used a Descriptive Survey Design which encompassed both qualitative and quantitative paradigms. The target population was parents and children who dropped out from public secondary schools in Oloitoktok sub-county. Specifically, 322 respondents were targeted for this study based on Krejcie and Morgan's (1970) formulae. Both stratified and purposive sampling were employed for this study; in the former, 9 wards that constituted the Sub County were sampled; out of these, parents and students were targeted. Data was collected using a questionnaire with open-and-close ended questions. Focus Group Discussions (FGDs) were conducted specifically to gain additional insights on factors influencing students to drop out that could have been missed during the questionnaire surveys. Qualitative data was analyzed using content analysis which was used to identify themes that were discussed using prose, excerpts and quotations. Quantitative data was summarized using descriptive statistics (for instance, frequency of students dropping out due to different factors: individual, familial, school factors). It was established that household factors namely income, family marital status and family size do affect school dropouts in the sub county. However, parental education levels were found not to have an effect on school dropout rates. The study recommends that to be able to solve the problem of children dropping out of school, household factors need to be addressed by both government and social workers and educators. The study was motivated by the Push-out Grounded theory which states that family reasons motivate children to drop out of school, and the Social policies analysis framework. The study recommends that the County Education office, alongside other stakeholders should ensure that those students who drop out of schools are returned back. At the same time, bursaries ought to be given to the deserving cases so as to discourage them from dropping out based on financial capability. It is expected that the study will be of benefit to Community Development scholars, educators and policy makers.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides the introductory content which lays the foundation for the study. Specifically, it examines the background to the study, statement of the problem, research objectives, research questions, justification of the study, scope, limitations, assumptions and definition of key terms.

1.1 Background of the Study

Wachira (2012) explains that children are often socialized in a given society using a wide range of things or practices and therefore, it is anticipated that they observe the societal values and norms as well as beliefs. This learning often starts from the home. Mazid (2010) views home as the first school with the mother being the first teacher.

Education can be simply understood a systematic planned learning that occurs in a particular societal setup institution (Murray, 1999). A broader definition is presented by UNESCO (2010) in which education is perceived an organized and sustained instruction aimed at passing on skills and knowledge as well as understanding valuable for all life-related activities. This study adopts the UNESCO's definition because it touches on the organized and sustained instructions, which often take place in formal educational setting. The right to education is rightly spelled out in the 1948 Universal Declaration of Human Rights, secured through various international conventions (Peters, 2004). Education is essential for any meaningful and sustainable development in the modern world. This bestows countries the

obligation of implementing global conventions regarding education. Basic education also provides essential building blocks and acts as a foundation for higher education levels (Sifuna, 2004). From a developmental perspective, an enlightened population is essential for economic development and higher standard of living in general (World-Bank, 2001); this is because education creates diverse opportunities and provides the society with a highly skilled workforce, thus stimulating development (Peters, 2001). Education is particularly an important ingredient in poverty reduction, alleviation of child labor and improved quality of life. Other benefits are promotion democratic practices, fostering peace, enhance tolerance and accelerate development (UNICEF, 2002). Parents who have some basic or elementary educational attainment also tend to have children who are relatively healthier due to their knowledge of matters' hygiene and since they can read and write, they can keep up with current information regarding the welfare of their children and that of their own (Uwezo, 2016).

However, according to a UN (2017) report, there were about 262 million children and youth falling in the age bracket of 6-17 who were still out of school by 2016. The report adds that and more than 50% of the children and adolescents were illiterate within the same period despite substantial progress on access to education over the years. The 2017 UN report recommended for the need to refocused efforts aimed at encouraging children, especially those who come from marginalized settings to access educational opportunities to the fullest. Epstein and Salinas (2004) describes an ideal school community as one that is composed of teachers, pupils/students, parents, and other actors within the community that work together in order to encourage learning of students. Using the example of the learning system of

Ghana, Kudjo (2013), discloses its characteristic that revolve around the country's cultures, norms and customs as well as practices that go with the demands of modern life style. The author also clarifies that the relationships within traditional society includes membership within the family unit, inherited status, and beliefs on ancestral systems. The author concludes that all the above have some bearing on education and consequently development.

A report by Zim (2015) averred that literacy levels in Mashonaland in Zimbabwe were very low; the report associated the literacy levels to parents who mostly lacked formal education. Zim (2015) also explains that the low literacy levels are accompanied by a vicious cycle of the same. In simple words, parents who are not educated leads to uneducated family and by extension an intergenerational illiteracy. Chege (2017) argues that parents' educational status is very important and an influential factor towards children's learning and successful completion. Amone (2013) posits that cultural, psychological, physical and social exclusion from opportunities within and outside the family set-up was responsible for widespread school drop-out and under-development in Northern Uganda.

At the same time, Lomuria (2015) posits that other household factors that affect education rates range from the income of parents and the family stability. If parents have a low income level, it most likely may negatively affect the consumption of education. Other immediate basic needs such as food and clothing take precedence over education. This is the opposite of those families that come from relatively average or above average income levels; education becomes a very important imperative and therefore dropping out of school because of failure to afford school fees is likely uncertain. In the same breadth, the stability of the family is a

very crucial factor in determining dropout levels; families that are unstable are more likely have an adverse effect on the children's retention in school. If there are constant wrangles in the family, this serves as a catalyzing factor for the children to drop out of school because of the psychological trauma such wrangles will likely have on them (Lomuria, 2015).

Evidence from previous studies indicates that parents' socio-economic status has some bearing on the outcome of children's learning. However, most of the studies are unable to show how precisely the selected socio-economic characteristics affect children's education. For instance, it is not clear how an improvement in parents' educational level affects their children's education. Moreover, there is paucity of research focusing particularly on the developing economies that have a large number of disadvantaged children from poor socio-economic status.

As opposed to primary school education, which is entirely free, in secondary schools, it is subsidized, and the parents are required to pay lunch and some levies for their children in day schools. For boarding schools, it is costly to the parents and this has a bearing on the dropout rates at this level. In addition, Amone (2013) argues that children at this level are usually undergoing the transition stage from childhood to adulthood and if not well managed by the parents, they can likely engage in activities that can accelerate their dropping out of school. As such, household factors become very important in managing the children and ensuring that they get the necessary support from home in terms of social, psychological and financial support to complete the school cycle.

According to statistics from the Ministry of Education (2017), 10% of learners in Kajiado County who are enrolled in form one fail to complete the cycle to form four and this has had a damaging social and economic effect on the society. According to Uwezo Kenya (2016), apart from the low enrolment rates in secondary schools, especially among girls; dropout is also high in the county especially in rural areas. Oloitoktok sub-county is rural, semi-arid region within Kajiado County. It is characterized by high rates of school drop-out both at the primary and secondary school level (CDE, 2018). It is against this backdrop that the study sought to investigate the household factors influencing dropout rates in Oloitoktok Sub County.

1.2 Statement of the Problem

One of the factors that contribute towards the progress of the society is increased literacy levels. In fact, according to the SDGs, the elimination of illiteracy is akin to the development of the society. As such, education is a key pillar towards attaining the SDGs and even the MDG. This is why the government has done a lot to make education free for primary schools and affordable at secondary school level. For example, in primary school, no fee is levied to any child enrolled in public schools. In secondary schools, the parents only pay lunch as the rest of the tuition fee is catered for by the government.

However, there are several obstacles that prevent the students enrolled in secondary school from completing the entire four-year cycle. Since everything begins at home, the household factors play an immense role in either encouraging or discouraging the students to complete the cycle. Among these factors include family stability, marital status of parents, family income and parental education levels. Since Oloitoktok Sub County is mainly rural and the

dropout rates are high, it therefore becomes necessary to investigate how these household factors influence the dropout rates of secondary school students, which stand at 10%. This therefore is what the study sought to unveil.

1.3 Specific Objectives of the Study

1. To establish how parental income leads to dropout rates in Oloitoktok Sub County
2. To determine the influence of parental education on school dropout rates in Oloitoktok Sub County
3. To assess the influence of family marital status on school dropout rates in Oloitoktok Sub County
4. To analyze the influence of the family size on school dropout rates in Oloitoktok Sub County

1.4 Research Questions

1. How does parental income influence secondary school dropout rates in Oloitoktok Sub County?
2. In which ways does parental education influence secondary school dropout rates in Oloitoktok Sub County?
3. How does the family marital status influence secondary school dropout rates?
4. In which ways does family size influence secondary school dropout rates in Oloitoktok Sub County?

1.5 Significance of the Study

The study will be of benefit to various individuals and organizations. These include: Community Development officers, Educators, officials from MOE, Non-Governmental Organizations (NGOs) and County Government of Kajiado. To begin with, since the study is Developmental, the findings will find utility by community workers and even social workers who will acquaint themselves with the family factors that dictate educational access or dropout. Secondly, the study will benefit educators who include the teachers, school administrators and the ministry of education officials who will be able to receive thorough understanding of the factors behind the high school dropout, especially family reasons which lead to dropout rates. This information will enable them to institute measures that will curb the scenario. The same applies to county government which will be able to put in place mechanisms ranging from bursaries to empowerment plans, which will minimize the negative effects of family factors. Lastly, the findings will find consumption among the NGOs that deal with community empowerment; this research will provide them with more insights regarding dropout rates in the country.

1.6 Scope of the Study

Being a Developmental Study, the research examined the issue of school dropout rates from a household perspective. Therefore, it specifically narrowed down to four of them which include: parental income, parental education, family marital status and place of residence. This is because the household is considered as a pivotal institution for social activity. At the same time, the study focuses on Oloitoktok Sub County. The choice of this area was informed by the virtue that it experiences a lot of school dropout rates. Furthermore, the

study targeted the parents of children who dropped out of secondary school and their children as well in order to fully understand the household factors that influenced the dropout in secondary school.

1.7 Limitations of the Study

The challenges exhibited in the study included issues accuracy of information from respondents; because many of them were aware that it is illegal for children who are supposed to be attending school seated at home; as such they were apprehensive to volunteer information that seemed to be an indictment. However, they were assured that the study was purely for academic reasons and was free of victimization and hence they became free and volunteered information that was sought from them. Furthermore, the other challenge was that of the terrain of most of the region which made it difficult to conveniently cover all the areas in the prescribed time frame. However, the researcher used research assistants who are well versed with the area to administer the questionnaires fully and the challenge was overcome when nearly all the questionnaires that were administered were returned duly filled. Above all, care was taken to ensure that the limitations do not affect the research findings negatively.

1.8 Assumptions of the Study

The study was guided by several assumptions: the first one was that it was assumed that dropout rates in the sub county are affected by the household factors. Another assumption was that the information that will be required from the respondents will be acquired during the data collection stage. It was assumed that the respondents will cooperate during the research and especially during data collection.

1.9 Operational Definition of key Terms

Completion Rates: Refers to the students' proportion who manage to reach the end of the educational cycle they are pursuing.

Dropout Rates: The percentage of students failing to complete a particular school cycle Refers

Family Factors: Those determinants at the household level which dictate the student's attendance or lack of attendance of school.

Household factors: Will be used to refer to the social, economic and cultural status of the family that dictate the decisions made regarding education of the children.

Literacy Rates: Refer to the total number of people within a specific age-bracket often expressed in terms of percentage proportion of all the people in the specified age bracket.

Retention Rates: It refers to the percentage of students who join school and are able to continue at the school for the next year without dropping out.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, empirical review of other studies on the issue of family factors that lead to school dropouts are examined with a view of establishing a gap in the literature that this research seeks to fill. This chapter also describes theoretical framework upon which the study is based. Furthermore, the conceptual framework will be presented in which the variables that will guide this research will be elaborated.

2.2 Theoretical Review

2.2.1 Push-Out Grounded Model

This research utilized the Push-out Grounded theoretical model in explaining school dropouts. This framework was advanced by Akrifat (2019) who was studying reasons for school dropout in Turkey. It explains the social factors leading to school wastage. However, it is the family factors that will be used in understanding the issue of dropping out of school since this study is a Developmental study. The author notes that household factors like sexism, parental educational attainment and cultural factors.

According to the Push-out Grounded theoretical model, push factors were arrived at after evaluating some of the terms that were previously used to denote those children who failed to complete an educational cycle; these terms tended to point an accusing finger to those students. They included terms such as school leave outs, dropouts, and abandonment of

school. These terms tended to allocate blame on the children when in the actual sense some of the factors responsible for the drop out were way beyond them and as such using such terms were unfair to these children. In actual sense, according to the Push-out Grounded model, there are always push and pull factors that explain the reasons why children often find themselves out of the schooling system. Akrifat (2019) posits that school dropout is related to more contextual factors than individual factors. In his findings, the scholar established that social context, as the main category, leads to school push out, especially in the context of the family life. In terms of family life, he identified economic pressure, sexism, and family's educational background as having a direct bearing on school dropouts.

At the family level, it was found out that the four main reasons happen in the following manner: Economically, the family's economic standing pushed the children out of school because, unable to be provided for, they were forced to escape away from their family to look for a job. Secondly, the family's educational experience was an influential factor in students dropping out of school. Parental educational attainment dictates dropouts in the sense that if the parents' educational level is low, they tend to take educational matters, especially those of girls, lightly and in the end, do not support their children to complete schooling. According to Arkifat (2019), this behavior is also passed on to their children who never benefitted from education and in the end, a vicious cycle of lack of appreciation of education is passed from a generation to another which not only negatively affects the society; it also stifles development of a community because education is normally a tool of emancipating people from the jaws of poverty and underdevelopment. These factors have a high affinity on those societies that are marginalized and specifically poor families.

Therefore, this theory is used to argue that in Oloitoktok, the push factors, which entail family reasons, influence the dropouts of children from school. Given that most of the people in the sub-county still subscribe to the traditional cultural factors, in most cases, school dropouts are a result of family factors namely illiteracy, low economic status, marital status and also location of the educational institutions from home.

2.2.2 Welhage's theory of School Dropout

Wehlage's Theory of High School Dropout explicitly focuses on dropout among high school students. Drawing on Tinto's model and findings from a mixed-method study conducted in schools considered successful at retaining students, Wehlage focuses on identifying school-level factors associated with student retention over which practitioners and policy makers have some control, such as pedagogical approaches or school climate.

In line with this focus, Wehlage's model is widely used as a theoretical foundation for studies examining associations between school dynamics and dropout. Although focusing on school-level dynamics affecting dropout decisions, Wehlage also discusses the heterogeneity of the dropout population. To illustrate, he describes cases that do not fit the dropout stereotype, such as relatively high-achieving, middle-class students who drop out after bouts of severe victimization due to their physical appearance; social isolation following a residential move; physical or mental health problems; the birth of a child; or family problems, including parental separation, disease, or even death. All these factors are related to household determinants and thus the theory is so much related to the study in that the study investigated household factors such as family status, income levels and marital status and how these factors have a bearing on school dropouts in Oloitoktok Sub County.

2.3 Review of Empirical Literature

2.3.1 The Concept of Dropout

According to the Oxford Advanced Dictionary (2014), the concept of dropout includes students who not only fail to complete their studies but also those children who are enrolled in school but stay out of school for a prolonged period of time hence failing to finish the school cycle. In USA, education sector is losing a number of students through dropout. A study carried out 2010 in the country by the US Department of Education established that 3% of the students dropped out or failed to complete their studies in government's schools (Education Alliance, 2010). The issue of school dropouts especially in America prompted Barrack Obama, the former president of the country, to disclose that the dropout rate was an issue of great concern to almost all stakeholders in the education department (White House Secretariat office report, 2010). Obama argued that Americans could not afford a blind eye to the problem and challenged all the relevant stakeholders including parents/ guardians, school teachers, principals, students, political leaders and other education officials to come up strategies to solve the crisis in the education sector.

According to Obama's statistics, out of every school day, about 70 children were dropping out and a sum-total of 1.2 million dropped out failing to get the required grade. Therefore, the Obama government committed itself to solving the problem by investing in dropout prevention and recovery interventions in order to make school more interesting, engaging and relevant for students. The then administration directed $ 3.5 million in transformational changes and $50 million for prevention programs.

Countries in Sub-Saharan Africa have also not been spared by the school dropout phenomenon. Most of these have been struggling to come out with strategies for enhancing their educational sector to respond to the need to realize the Education for All (E.F.A.) goals like free primary education and provision of meals in marginalized regions which partly encouraged children from poor households to go to school (Wang & Fredricks, 2013) hence attracted international attention especially the WHO, World Education Forum and UNICEF (World Bank, 2004).

According to Ananga (2011), the 21^{st} century's boy-child is confronted with a wide range of challenges making him not to complete the school cycle. School dropout especially for boys is viewed as a negative event followed by various life challenges. Cameron (2009) asserts that boys are the most affected by the school dropout especially from orphans and poor households. Abuya, Oketch and Musyoka (2013) explain that the level of school dropout especially among male children differs from one country to another. Joshi (2010) partly attributes this to enrollment rate and argues that the actual number of students dropping out tend to be lower in countries where initial enrolment rate is low, compared to those countries with high initial enrolment level.

The Indian secretariat report (2010) discloses that there have been high rate of school dropout rates for boys and this is the one of the main reason for the low literacy rate in India (Indian secretariat report, 2010). According to the report, the ratios of boys drop out to girls in India is estimated as 61.5% and 58.6% respectively. This may be attributed to the fact that boys are considered as the sole breadwinners in most low income homes.

The rate of school dropout for boys is also relatively high in African nations. According to Oteyo and Kariuki (2009) the boy child exhibits a high enrollment and low completion cycle especially in government day secondary schools. In Malawi, dropout rates are still high despite the fact that free primary education was started earlier (Siddhu, 2011) than other African nations. Malawi's high enrolment rate partly led to poor educational quality due to inadequate teachers to handle the increased number of students. Most students especially boys lost interest in the process hence dropped out in large numbers.

The problem of school dropout for boys has attracted a lot of research attention across the world over in a bid to find out the reasons for the phenomenon and come up with ways of solving the situation. So far, a number of reasons have been identified as responsible for the school drop out in the context of the boy-child. Some of the reasons as identified by Saliwanchik-Brown (2009), include households' socio-economic factors, students' level of engagement, composition within the family and retention as well as the students' age. Other reasons include parental literacy level, low economic status, and single parent households (Between, 2008). A study by Pharris-Ciurej, Hirschman and Willhoft (2012) finds that grade retention is the strongest predictor of boys' dropout. However, Foley, Gallipoli and Green (2009) see parental educational attainment as the main cause of boy school dropout.

The introduction of free primary education (FPE) by the government in Kenya in 2003 and free day secondary school education in 2008 led to a surge in students' enrolment. Nevertheless, the rate of school dropout for the boy child has taken a declining trend for the

last two decades (Oteyo & Kariuki, 2009). Previous researchers such as Symeou, Martínez-González & Álvarez-Blanco, 2012) enumerate insecurity, poverty, lack of basic needs and natural catastrophes are the main reasons for the existing state of affairs. Studies done so far on the reasons for the high rate of school dropout for boys are not exhaustive enough.

In Malawi, what accelerates dropouts is the general disinterest in formal learning coupled with sickness at the family level which impedes children's education (Smith, 2011). However, as opposed to Malawi, in Kenya, there has been a sharp increase in cases of boys dropping out of school; this has been attributed to the myriad of efforts that were channelled to the education of girls and the education of boys was forgotten. This scenario threatens to impede the attainment of Kenya's grand master plan of Vision 2030 that seeks to ensure that everybody is literate. The increase in dropouts creates wastage in the educational system; the money that the government invests in educating its citizenry goes to waste the moment they drop out of school before completing the cycle. The Kenyan government rolled out Free Primary Education in the year 2000 and in 2007, free day school education. These were attempts to increase the number of those accessing education.

However, Symeo (2012) states that there are still many reasons that lead to dropping out of school. These include insecurity, poverty, natural disasters and lack of basic needs. As earlier alluded to, there has been a surge in the cases of boys dropping out of school and this threatens the attainment of the goals of education. This behoves the stakeholders to address the specific issues that lead to this high numbers of dropouts among the boys in general. Some of the measures that can be putting place to catapult increased enrolment and

completion rates are: the education should be completely free and children should not be subjected to any hidden levies as this discourages them from completing the educational cycle. At the same time, social and cultural reasons that motivate the dropping out of school should be addressed.

According to Oteyo (2009), the hopes in many Kenyan parents that free education would enhance retention of children in school were dashed when it was discovered that there were still other variables that influence education other that costs alone. Oteyo and Kariuki (2009) disclose that abolition of tuition fees by the Kenyan government was partly aimed at reducing the rates of absenteeism and school dropouts. Indeed, the rates have dwindled in the past two decades, especially for boys.

As much as the Ministry of Education receives the highest share of the national budget; a lot still needs to be done to ensure that the funds attain their objective; one of them being improved students' enrolment and retention rates. In the 2012/2013 financial plan, the education sector was among the departments that received the highest allocation; it was allocated money amounting to two hundred and thirty-three billion and one million, which roughly translated to sixteen percent of the one billion four hundred and fifty nine million nine hundred thousand. According to Ramsey (2012) the money was distributed as follows: Free Primary Education was allocated eight billion and three million while the Free Secondary Education received nineteen billion while Early Childhood Education on the other hand received one billion six hundred million and another one hundred and eighteen billion specifically was dedicated for the purpose of payment of teachers' salaries for the year.

2.3.2 Role of Family Factors towards School Dropouts

It is an inescapable conclusion that the family plays an immeasurable role in the child's growth and development. Many Social Theories conclude that the main institution which nurtures children into acceptable members of society is the family. Other institutions such as the church, mosques, and schools play a secondary role. For children to be attached and oriented to these social institutions, it takes the effort and will of the family. Bason (2008) stresses the family setup is strong agent in the socialization process. This is partly attributed to the importance of bonding and attachment process that occurs within the family setup. Chenge (2017) argues that the family setting, income levels, social status and educational level of parents have a strong bearing on child development. Based on this, a positive correlation has been established from empirical and statistical research to suggest that the likelihood of children from rich households to embrace schooling is relatively high compared to children from poor households (Hunt, 2008).

The fact poverty negatively affects educational achievement finds substantial support previous studies. For instance, Gunn (1997) associates poverty with a number of social ills like early pregnancies, anti-social or delinquent behaviors, and school dropout. Similarly, Klebanov (1994) observes that children from poor households have sub-standard educational attainment, anti-social behaviors, and emotional functioning. Devkota and Upadhyay (2016) add that low economic status contributes significantly to low educational attainment and heighten inequality. While researching on selected family characteristics affecting education, Ermisch and Francesconi (2001) observe the more the time and money made available to a particular student, the more the likelihood in his or her educational achievement to rise.

Again, it is documented that children with working mothers especially during their childhood, tend to have relatively lower educational achievement compared to those whose mothers spend more time with their children. However, it is still not clear whether the time spent by parents at home is more significant than income and other resources generated by parents who spend more time away from home. The studies on implicit calculation of the cost and benefit of schooling are especially important in identifying potential predictors.

Other studies tend to focus on the link between family-based structures and educational achievement. Boggess (1998) demonstrates that a mother-headed household tends to lower children's education due to resource allocation which is relatively uncomplimentary to their schooling. However, the author argues that such an effect may change insignificant after the control of family economic status. This simply implies that the income and wealth outweigh the disadvantages of single headed families in education. The single parent household is perhaps responsible for the low income status.

Tyler and Lofstrom (2009) have recommended for a rigorous study on the underlying factors influencing school dropouts. The two authors explain that a pupil's decision to dropout results from several complex reasons that emanate from prolonged school disengagement. While studying dropout in Bangladesh Lewin (2010) observed that the dropouts comprised of older students especially those who had been at the same grade for over a year, and from households with low income levels, low educational attainments, had many responsibilities within their families, and received relatively less support from their parents for the school

work. The study relied on data collected from 9,047 children that were aged between 4 and 15 during 2007 and 2009.

In general, the evidence above indicates that socio-economic status of parents may have a causal effect on their children's educational outcomes. However, most studies find association of the explanatory variables with children's education as opposed to the causation. Rigorous research on the causes of dropouts is still limited especially within the third world countries. It thus follows that an understanding of school dropout incidents among children must begin with the appreciation of the role of family factors. As much as other factors are contributing to school dropouts, such as school factors and cultural factors; those that deal with the family have a heavier bearing to the children dropping out of school. Therefore, there can be no holistic understanding of this issue without referring to these family factors.

2.3.3 Influence of Parental income on School Dropouts

Studies reveal that the family unit is the most influential social factor that significantly influence the child's growth and development. Basson (2008) explains that the family is a powerful socializing agent. This lies on the importance on the quality of the attachment and bonding processes that often takes place between the child and his or her parent. Factors such as income levels, family environment, and parents' social as well as their educational status do influence the different milestones in the development of children. Both empirical and statistical evidence suggest that children from rich families remain in school for a longer time as opposed to children from poor families who are more likely to have never attended school,

or dropped out after their enrollment (Hunt, 2008). Household background and domestic challenges provide unconducive environment for a child's education.

Family income dictates the child's enrollment, uninterrupted attendance, temporary withdrawal or eventual dropout if need be (Farrington et al., 2012). Low or unstable income is associated with a number of unsuitable conditions. For instance, most of the low income households tend to be food insecure, they exhibit frequent domestic problems and vulnerability to drug/substance abuse (Shonkoff & Garner, 2012).

Sarker, Wu and Hosin (2019) in their study about the effect of income on students' dropout in Bangladesh, uncovered that most children from low income households did not complete their education cycle; they dropped out of school, thus providing useful insights to the current study. However, the study falls short of strong empirical evidence due to its overreliance on secondary data. Another study done in Bangladesh by Choudhary (2015) also revealed similar findings. The author observed that about 80% of household's income was channeled for purchasing indispensable food items at the cost of the family's savings. Consequently, most children favored working and complimenting their households' income as opposed to continuing with school. On the same line of argument, Njeru and Orodho (2014) concur that indeed, lack or inadequate income is the single most factor that accounts for absenteeism and dropout among students. The two authors note that high levels of poverty (inadequate incomes) may either force families not to completely enroll their children to school or fail to maintain uninterrupted learning of those already in school.

Although low or inadequate income at household level is a contributing factor to dropouts, the crisis is further worsened by poverty both at school and community level. A good case in point the American schools which are often characterized by high levels of segregation in terms of economic and social status as well as ethnicity/race. Data collected between 2009 and 2010, disclosed that 9% of students enrolled in high-poverty secondary schools in which students were offered free or subsidized lunch. About 21% of Hispanics and African Americans enrolled in poor schools relative to only 2%of the Whites and 7 % of Asians (Aud et al., 2012). These statistics are a clear indication that school environment and community had some influence on enrollment.

Other factors documented and which influence a child's interest on school and studies include but not limited to school environment, teachers' behaviors and distance to and from the school reported that the parents monitor and regulate their activities, provide emotional support, encourage independent decision-making and are generally involved in their schooling are less likely to drop out of school (Rumberger, 1995; Liu, 2004; Ainsworth et al., 2005).

Rupon (2012) explains that the social and demographic characteristics of the household influence school dropout; family members, family health status, parental level of education, household's activities, family structures determine dropout rates. Size of the household is also an important factor of children dropping out of school. Socio-economic status (SES) is the most contested household factors and usually measured in terms of parents' income level, occupation and educational attainment (Dalton et al., 2009). In most cases, some of the

household factors tend to be predictive of early school leaving. In modern day situation, families need not to invest their incomes on children's education. Birdsoll et al. (2005) explain that children may be forced to complement their family earning or take care of their younger brothers and sisters. Studies reveal that high parental income facilitates for the provision of more resources to support education of children (Bruneforth, 2006; Cardoso & Verner, 2007). Several scholars insist on the role of household income but without being specific (Blue & Cook, 2004; Ishitani & Snider, 2006; Ou & Reynolds, 2006; Cataldi et al., 2009).

According Chege (2017), children from economically privileged to families are more likely to remain in school because they will be sustained there. After all, the parents will not be restrained economically in terms of school fees, lack of uniform or even lack of food and other levies needed at school. On the contrary, those children who hail from low-income families are usually faced with a myriad of challenges which range from lack of food, walking for long distances and lack of exercise and textbooks; all these factors end up accelerating their drop out from the school cycle. Therefore, it is a fact that the dropouts are more prevalent in those families that are economically underprivileged.

Some studies reveal that household incomes have negligible effect on school dropout. For instance, Kikeo and Hideaki (2019) in their seminal paper on factors influencing school dropout in Lao, observed that net family income had an insignificant effect on school dropout.

2.3.4 Literacy Levels of Parents and School Dropout Rates

Parental educational status, is an influential variable in any child's schooling and successful completion. It is documented that parents' educational level is linked to educational aspirations of their children (Duchesne et al., 2005; Ishitani & Snider, 2006; Koball, 2007). Parents with some education or with some level of awareness about the value of education tend to create conducive environment for their children. In a separate study, Lloyd, Mete and Grant (2009) established that maternal education status often influences length of access for girls' educational achievement. Consequently, girls with educated mothers are less likely to dropout from school. Similarly, Samarrai and Peasgood (as quoted Chugh, 2011) reveal that the father's and mother's education has a strong influence on boys' and girls' primary schooling respectively. Their findings also reveal that improvement of father's education is accompanied by improvement of both their sons and daughters. However, the mother's education only influences the schooling of their daughters.

According to Lloyd (2009) parental educational attainment tends to influence the length of time students stay in the school. The author explains that mothers with some level of education are more likely to maintain their daughters in the school for a longer time. On the same vein, According to Snider (2006), parents' decision to enroll and maintain their children's education is informed by their literacy level. Snider (2006) aptly puts it the lower the parental education level, the high the possibility for a vicious cycle of illiteracy. The author explains that an illiterate parent/guardian tends to encourage a culture that does not appreciate children's education. When this happens over some time, it leads to intergenerational illiteracy. Parents who are educated, on the other hand, tend to give their

children the right form of education and are more likely to shun any activity which can jeopardize their completion. At the same time, they will make the right choices for their children concerning their education. Educated parents are more able to provide conducive environment for quality education for their children.

Although the education quality is a subject of policy debate, the main issue tend to revolve around the question as to whether or not a child completes middle or high school or fail to graduate because of poverty, low levels of parental literacy, and a large size of households which make children work long hours in order to sustain their family economic needs. Policy debates in developing issues revolve around the quality of education. At the heart of these debates lies the question of completion and wastage. This wastage has largely been attributed to not just the poverty of parents, but also to the literacy levels of these parents. As much as the government offers subsidies to the children, especially in basic education level, if parents are not literate enough to take advantage of these subsidies, children will either drop out of school or fail to enroll altogether.

For many years, the development of human potential has always been attributed to education. Besides human growth, education is a catalyst of societal progress. According to Torres (1990) education is considered to be a not only a human right, but also an integral part in obtaining the access to political power and participation. The future of a child can be changed through education. That being the case, the centrality of education must be understood and appreciated by parents. Parents may not acknowledge the Importance of sending their children to school if they do not appreciate the importance it will accrue to these children's

future. On the other hand, even an uneducated parent may have a school going child because the parent understands the value of education through his or her experiences.

2.3.5 Influence of Family Structure /Parental Marital Status on School dropout

There is consensus among various scholars on the possible link between family structures and school dropout. A family from basic definition encompasses husband, wife and children, and this is popularly known as nuclear or elementary family, and it is what describes the traditional family unit. Unfortunately, most societies especially in Africa are characterized by predominance of non-traditional families, with increased single-parent headed households by either father or mother as a result of separation/divorce or death of a spouse. Single-parenthood can be further categorized into two; single motherhood and single-fatherhood. Single motherhood basically results from unfortunate situations in which children are being born out of wedlock (Wu, Schimmele & Hou, 2015).

Past studies have uncovered a distinct association between family structure and educational attainment, with children from dual-families/households fairy well compared to their counterparts in single headed families and those headed by step fathers/mothers. However, the causal link between the two variables (family structure and school dropout) is still debatable (Frisco, Muller & Frank, 2007; Watt, 2019). The born of contention is whether to blame the society or the family. Some authors believe that it is the society that fails to support alternative family forms, making them vulnerable to instability and eventual school dropout. Using statistical techniques, some studies have managed to show some causal link between family structure and school dropout. for instance, Abuya et al. (2019) in their seminal study about the link between and school dropout and family structure in the informal settlement of Nairobi, deduced that that students staying with dual parents were less likely

to drop out of school in comparison to those from single parent headed households. Similarly, Chenge (2017) observed that children raised in families headed by single mothers/fathers exhibited high chances of dropping out of school as opposed to those raised in dual families (households with both the mother and father).

Santin and Sicilia (2016) reached the conclusionthat children from families headed by single mothers or those headed by stepfather/mothershad low educational levels because of dwindled resources. Wu, Schimmele and Hou (2015) consent that growing up with a single parent increases the likelihood to lower levels of educational attainment (including school dropout), early or premarital pregnancies (for girls), early marriages (for both girls and boys). Pong and Ju (2000) explain that divorce or separation alters the family's structure leading to school dropout. The two explain that a change in the family structure interferes with earnings which significantly affects the child. In particular, the authors aver that single mothers may suffer economically after divorce/separation because they generally earn relatively less compared to their male counterparts.

Families headed by single mothers suffer more economically because women don't earn as much compared to their male counterparts. In the rural pastoralist societies, the scenario is somehow different due to the fact that most of the children staying with their step-parents face discrimination which is often manifested when their guardians deliberately refuse to prioritize on their educational needs consequently; most of them drop out of school.

School dropout may also be linked to the physical absence of adults in households perhaps due to divorce. Times spent between parents and their children is often reduced significantly

especially in situations of single headed households and corresponding inattentiveness of parents towards their children's schoolwork tend to increase the rate of school dropout. According to Chenge (2016) there exists a link between parents who stay with children and their performance which by extension facilitates completion of the educational cycle. According to the author, the parents tend to give more attention to their children hence reducing incidents that may cause school dropouts.

Shonkoff and Garner (2012) explain that students with high mobility families, homelessness, hunger, food insecure, absent parents or those in jail, and violent parents are more likely to dropout in school. Bereavement amongst family members and usually encourage children's vulnerability to dropping out of school, or not being enrolled at all (Nyamukapa & Gregson, 2005; Evan & Miguel, 2004). It is also documented that orphan-hood exacerbates economic constraints especially for already poor families and therefore increases the demands for child labour making them easily drop out of school (Edet & Ekegre, 2010).

2.3.6 Influence of Family Size and School Dropouts

The family size plays a role in encouraging or discouraging education of children (Brown, 2012). The larger the family size, the more complicated it becomes in terms of prioritizing education for the children; often at times, gender usually sets in; in some traditional cultures, parents usually decide to sacrifice the education of girls and instead give the boys. Furthermore, as the parents become older, those children who were born later in their life are usually disadvantaged and are more likely to discontinue with their education.

Parental age is an important variable in understanding the reasons for school drop. This is because some parents may not attend PTA meetings due to old age hence unable to do follow ups of their children's learning in the school. Other reasons for poor follow up may include complacency, apathy, or pre-occupation with other socio-economic activities rendering them incapacitated to fully follow up with their children's academic progress and to fully take part in the school programs.

Children's education may not be valued in households with low education levels. These families/households are characterized with little parental motivation for their children's education. Other reasons for school dropout include but not limited to parents' deaths, attending of initiation events (especially boys) and sick parents (FAWE, 2010). Although the government supports secondary education, some boys resort to drugs/alcohol abuse and abandon school. More so, in most cases, the government or donor support may be forthcoming but does not cover all the schools" expenses such as meals, uniforms, and transport, and this may cause or contribute to children dropping out of school (FAWE, 2010).

2.3.7 Adverse effects of School Dropouts to the Family and Society

The issue of dropping out of school has serious effects on not just the children, but to their families, society and nation at large. These effects are both social and economic-short term and long term. To begin with, those who drop out of school diminish their chances of getting employment owing to them being under qualifies and deficient of necessary skills and expertise needed. Rumberger (1987) argued that those who forfeit their education usually experience challenges in securing stable and sustainable well remunerating jobs.

According to the Ghana Statistical Services (2014) out of ten people, are employed in private sector and this is an indictment to their educational qualifications. This is an indication that the majority of the people in the Municipality do not have the requisite educational qualification to gain employment in the formal sector. At the same time, the more youth drop out of school, the more rates of social malpractices increase; these include robbery, theft, and prostitution among others. AT the national level, the country's economy experiences low productivity and this leads to the increase in the demands of social services. A considerable proportion of persons who have attained primary and high school education are yet to get married whereas every three in five persons who have never attended school are married (GSS, 2013).This implies that with the increasing numbers of dropouts, the problem of child marriage is usually compounded. It has already been reported that child marriage is more common in rural areas compared to urban areas in most African countries (UNICEF, 2015).

Education is importance to a country's economic growth through its direct influence on business, productivity and job opportunities as well as women empowerment. Education also enhances youth's potentials through improved creativity and skills (Latif, Choudhary & Hammayun, 2015). Besides, school dropout leads to a loss amounting to over $200 billion through reduced earnings and unrealized tax revenue each year.

According to Giere (1990) drop-out in primary schools; especially in the early grades before literacy is established, has an impact of increasing the rates of illiteracy. There is a trend that has been observed over the years regarding dropping out of school that those who drop out of school do it within a year of enrolment. These people end up being subjects of poverty and

missed opportunities. Once one makes the decision to drop out of school, the door of illiteracy opens and it even becomes more difficult to go back to school (UNESCO 1984). Approaches that are driven by economic oriented goals are wary of the high dropouts because it ends up skyrocketing the cost of education (Psachalopoulos, 1993). A lot of those studies conducted on the issue of dropout tend to focus on the issue of dropouts as responsible for the loss of potential human resources. Mostly what is usually a subject of discussion is the link between human resources and productivity more that the link that exists between illiteracy and empowerment.

Shiandu (1988) posits that all hope is not lost for dropouts all together; according to him, the education one acquired prior to dropping out is still essential to that person. Nevertheless, he still contends that those benefits may not be similar to those who completed the education cycle. According to UNESCO (2012), defined wastage in terms of the loss the government incurs as a result of investing in a student who later decides to opt out of the system before completing the cycle; if that is done, the person fails to acquire the goals enshrined in that educational cycle.

There is also a link between dropouts and the occurrence of social problems in the community. Callaway (1966) reported that the most direct result of dropping out of school is that of unemployment. When a majority of people are unemployed; they tend to engage in social maladjustive behaviours and these tend to break the social fabric of the society. These findings are supported by those of Elman (1983) which found out that social unrests in Liberia were done by those youths who were unemployed. At the same time, Odebunmi

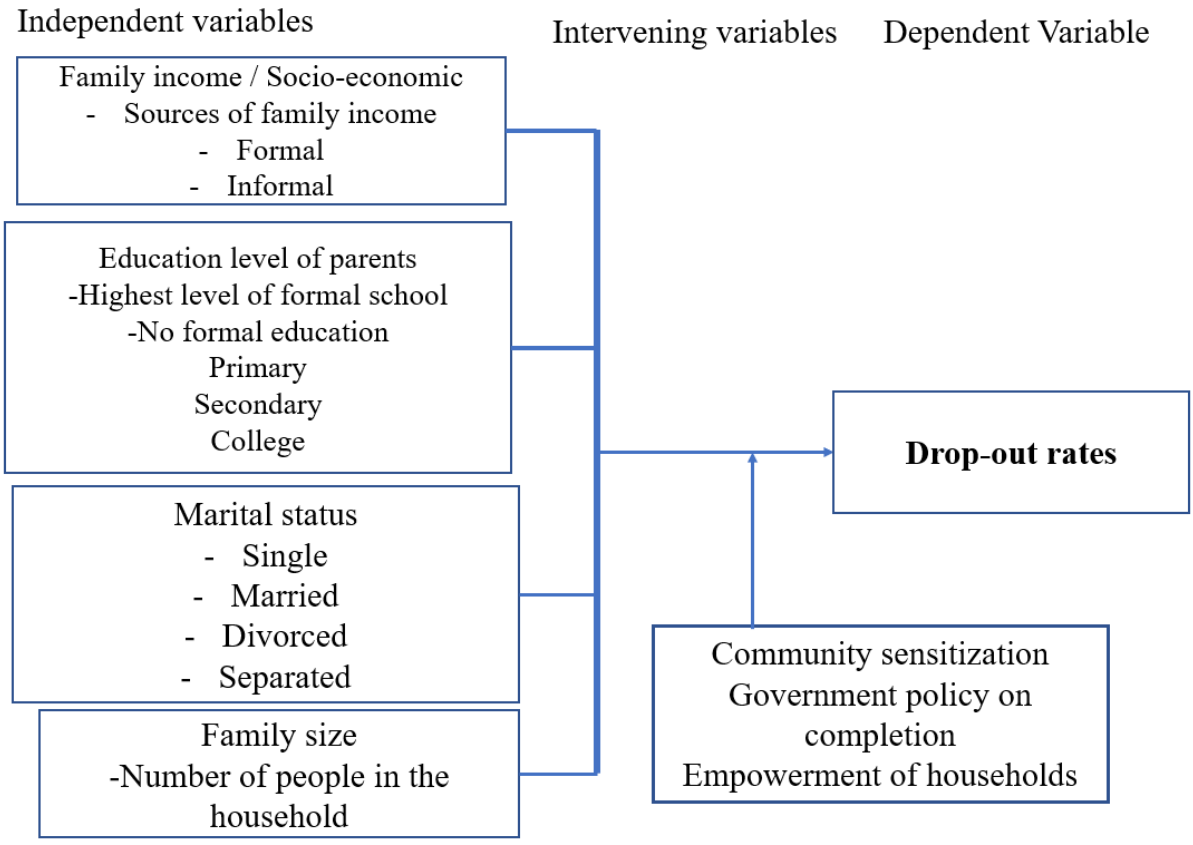
(1983) averred that school dropouts have been largely associated with criminal behaviour. Dropping out of school creates a lot of disillusionment in the young people who at times had big plans for themselves.

Regarding post-school dropout plans, Litcher (1962) reports that many youths who tend to drop out of school usually do not think of what could happen once they are out of school; that explains why they continue being jobless without prospects. In the same breath, it can be said that as much as those who complete school become too elitist and tend to have craving for only white collar jobs and have a distaste for blue collar jobs; Ogionwo (1972) avers that these calibre of youths have a tendency of choosing those jobs that are less strenuous. On the other hand, Ciano (1982) posited that school dropouts suffer from selfpity; they attribute challenges that they face to their decision to quit school and in most cases, they perceive themselves as failures in life; the perception people have tends to aggravate the situation.

2.4 Conceptual Framework

Conceptual framework is concerned with a mental description of the existing relationship between the variables that form the concept of the study on school dropout. The framework depicted in Figure 2.1 is a presentation of possible underlying factors influencing school dropout.

Fig 2.1 Conceptual Framework



Source: Author, 2020

From Figure 2.1, the independent variables include family income, education level, marital status and place of residence. Family income comes in when the parents are either able or unable to cater for their children's education. Those who are able invest in their children and the result is usually that the children study and complete their educational cycle. Those who are unable often make their children drop out of school either to go assist them with work or sometimes, in the case of girls, end up in early marriages. Secondly, the education level of parents is also a very important variable; educated parents are able to appreciate the value of education and thus their children will less likely drop out of school.

Those who have little or no education may not understand the issues that face their children and as such their children are more likely to drop out of school. At the same time, marital status is seen as a very important variable in determining the dropping out of children from school; if parents are separated, divorced or widowed, it makes it difficult to fulfill the psychological and emotional needs of the children and this may be an accelerator for school dropouts; on the contrary, those who hail from dual parentage are less likely to drop out of school because of close monitoring and the taking care of their emotional needs. Family size comes in as a determinant of dropouts when in large families, the ability to ensure that all of them attend school is usually a demanding task and as such, many of them are likely to drop out of them as opposed to those who come in small families. These factors tend to have a direct influence on school dropouts in Oloitoktok Sub County which is taken as the dependent variable.

In this study, the intervening variables will be the policy of the government, which is 100% transition rates, sensitization of communities on the importance of education and empowerment programs that will uplift the economic status of families are all regarded as the intervening variables. These actions will mitigate against dropout rates; if communities are sensitized on the essence of education, they will more likely comply and ensure that their children not only attend school, but also complete school. Similarly, the government ought to ensure that there is strict monitoring of the implementation of free education policy guard against levying of any fee to the learners as this may lead them to drop out of school. At the same time, households should be empowered to ensure that children are in school; this can be done through offering bursaries to children from needy households.

2.5 Chapter Summary

This chapter reviewed the major theories that guided the study. It also reviewed the literature from studies that are related to the current one. The aim was not only to understand the issue but also to reveal the research gap that the study sought to fill. Furthermore, the chapter also outlined the conceptual framework that guided the study and presented the different variables that were measured by this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes in detail the research methodology that was employed during the study. It includes research design, study population, size, sampling techniques, data collection tools, validity and reliability of the research instruments, procedures in data collection and analysis techniques as well as ethical considerations.

3.2 Research Design

The study was based on a Descriptive Survey Design. This allows for both the collection and analysis of qualitative and quantitative data. This method is described as an approach to inquiry that entails the use of both qualitative and quantitative formats. It provides a more rigorous approach in responding to research questions. It is particularly suitable for holistic analysis of complex systems, like the mega-projects. The main strength of the mixed-method is that it permits triangulation of measures, and data hence giving a more reliable and valid data for the phenomena under study.

3.3 Study Area

Oloitoktok sub-county is located in South Kajiado bordering Tanzania, Taveta county, Makueni county, and Merueshi. The sub-county is largely cosmopolitan, inhabited by people from all over Kenya. However, the majority of the inhabitants are the pastoral Maasai community. Approximately 70,000 students are enrolled in schools across the sub-county, with over 12,000 enrolled in secondary schools while the rest are enrolled in primary schools. Of the 70, 000, 60% are boys while the girls stand at 40%. There is a total number of 30

secondary schools and 303 primary schools. (MOE, 2018). The area was selected for the study because of the high levels of dropout rates among secondary school students. At the same time, being a largely rural area and a majority of the people having cultural attachment, they influence largely the educational choices of their children hence the focus on household factors.

3.4 Target Population

The target population for this study was children who dropped out of secondary school between the years 2015 and 2018 as well as their parents. This was obtained from the MOE records at Oloitoktok Sub County Offices. A sampling frame was thereafter generated. The total number of students who dropped out of school during this period was 1,902 (MOE, 2018). According to Krejcie and Morgan (1970) (Appendix ii), the appropriate number of respondents for this sample is 322. Therefore, this will form the target of this study.

Table 3.1: Enrollment and Dropout Rates in Oloitoktok

Year	Total Enrollment	Total Dropouts	Percentage
2015	5800	601	6.9%
2016	6250	621	8.4%
2017	6500	680	9.5%
2018	18550	1902	8.4%

(Source: Sub County Director of Education Oloitoktok

3.5 Sample and Sampling Procedures

The researcher applied both stratified and purposive sampling techniques. In Stratified Sampling; the sub-county was divided into strata, namely the wards that constitute it. From each of the wards, Stratified Sampling was employed in ensuring that an equal number of respondents were selected from them. Since the Sub County has a total of 9 wards namely Meto, Lenskin, Entonet, Mbirikani, Kimama, Kuku, Rombo, Namanga, and Machia. Out of these 35 respondents were selected per ward making a total of 322 respondents. Having selected the number of respondents per ward, purposive sampling was then pursued in which those households that have children who dropped out of school were targeted. This was done with the aid of the area chief and the Nyumba Kumi organizers.

3.6 Research Instruments

The data was collected using questionnaires, there were two sections in the questionnaire; one section was for the students who have dropped out of school and the other for their parents. The questionnaire comprised of two parts. Questions in part was to yield socio-demographic data of the respondent, in particular, age at the time of drop out, gender, household socio-demographic characteristics. The second part comprised measures of parental income, parental education level, parental marital status and social-cultural factors responsible for school dropout.

3.7 Piloting

A total of three respondents from three wards who were not part of the actual sample of the study were selected for piloting to ensure reliability and validity of the research instruments. They were given questionnaires to fill. Apart from helping in the final revision of the questionnaires for their administration, piloting also enabled the researcher to detect some

anticipated challenges that were to be faced during the actual study and hence generate counter solutions to these challenges. Wandera (2007) explains that piloting is a small preliminary investigation that is conducted to develop and test measures or procedures that will be used in the research study.

3.7 Validity of the Instrument

Validity relates to the extent at which a particular instrument measures what it is intended to measure (Gravetter & Forzano, 2006). Validity is viewed in terms of face validity, content validity, construct validity and criterion validity. This study ascertained the validity of the instruments by the use of content validity. Content validity is defined as "the degree to which items in an instrument reflect the content universe to which the instrument was generalized" (Straub, Boudreau, et al., 2004).

Therefore, this study made use of questionnaires whose validity was tested by the use of content validity. Content validity is a process of logical analysis that involves a very careful and critical examination of items in the research instrument such as the questions on an interview guide and the statements that require a response by the respondents. The research instruments were submitted to St Paul's University supervisors to prove content validity. The instruments were then handed over to the experts at the Research department in St Paul's university to further ascertain their content validity. Any corrections were incorporated in the instruments.

3.8 Reliability of the instruments

Reliability of research instruments is concerned with the accuracy and consistency of study findings as a result of the same instruments being used over and over (Bell, 2010). In its simplest form, it is concerned with replicability of study findings. Reliability in this study will be checked through the administration of a single test for the two sets of questionnaires targeting respondents from two schools who are not part of the real research.Instrument reliability is the ability of the instrument to produce the same or highly similar or consistent results on repeated administrations (Bordens & Abbott, 2008).

A pilot study was conducted to test the reliability of the study. Orodho (2014) explains that pilot test assists in testing the validity and reliability of data collection tools. It is often assumed that if a particular measurement is valid, then it is also reliable (Creswell, 2014). A total of 10 respondents were considered for the pilot study. However, the respondents who participated in the pilot study were not included in the final study with the aim of ensuring that the study findings were not compromised, According to Mugenda and Mugenda (2012), a pilot study can be composed of between 4-10 individuals of the target population.

The reliability of the research instruments was determined through test-retest technique. Thereafter, Cronbach alpha correlation coefficient was used to ascertain the reliability of research instrument (specifically questionnaires which captured only the objectives of the study on close ended questions). A reliability threshold was set up at 0.7 as suggested by Silverman (2006). An r value of 0.863 was obtained for the research questionnaire. The value of the reliability value was above the cut-off point of 0.7 suggested by Silverman (2006).

Based on feedback received from the pilot study, the questionnaire was further modified before final administration to the field.

3.9 Data Analysis

Being a Descriptive Study Design, the study employed both qualitative and quantitative analysis of data. The qualitative data was in the form of interviews, observations and the open ended questions in the questionnaire. On the other hand, quantitative data was in the form of the closed ended responses from the questionnaires. Qualitative data was analyzed using content analysis to identify emerging themes. Quantitative data was summarized using descriptive statistics (for instance, frequency of students dropping due to different factors; individual, familial, school factors).

3.10 Ethical considerations

The study adhered to all the ethical standards from the initial stages to the data collection and analysis; first, the researcher sought permission from the Post Graduate Studies before seeking a permit from the National Council for Science and Innovation (NACOSTI). Before embarking on the research, the researcher also sought clearance from the Sub County Commissioner. During the research process itself, the respondents were assured of their confidentiality and anonymity. All their responses were treated with outmost confidentiality and their names were not indicated anywhere on the questionnaire. At the same time, they were allowed to withdraw from the research at any point if they so wished.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter focuses on the presentation of the data which was gathered in the field. The chapter begins by presenting the demographic characteristics off the respondents and then further proceeds to present the data as per the objectives set namely: establish the effects of parental income on school dropouts, effects of parental education on dropout rates; effects of family marital status and effects of family size on dropout rates in Oloitoktok Sub County.

4.2 Response Rate

A total of 322 respondents were targeted; these were those who had dropped out from schools together with their parents. Out of the 322 questionnaires that were administered, 310 were returned. This translated to a 96.2% response rate. The 3.8% that failed to be returned did so because of poor terrain which hampered the efforts of the research assistants to collect them back. However, the percentage was considered negligible to have any adverse negative effects on the findings.

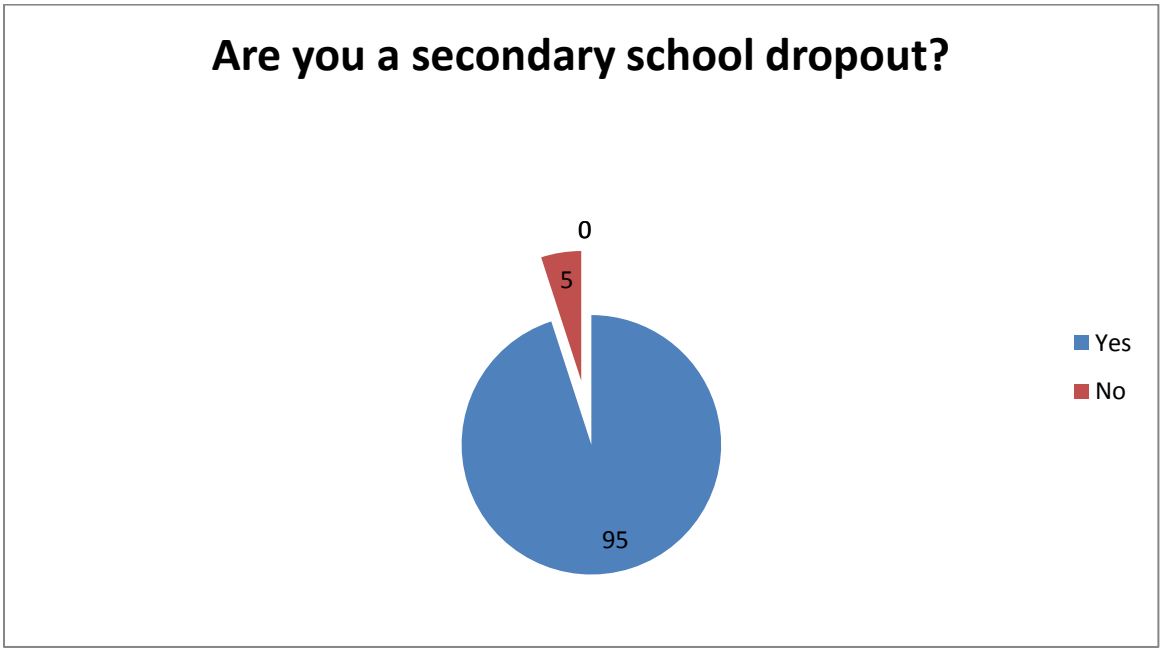
4.3 Demography of the Respondents

4.3.1 Whether respondents are secondary School Dropouts

The research mainly targeted those students who had dropped out of secondary school. This was seen as the most plausible way to discern the intricacies of the issue. Therefore, the

respondents were asked to indicate whether they are school dropouts. The responses are tabulated below in figure 4.2.

Figure 4.1: Are you a school Dropout?

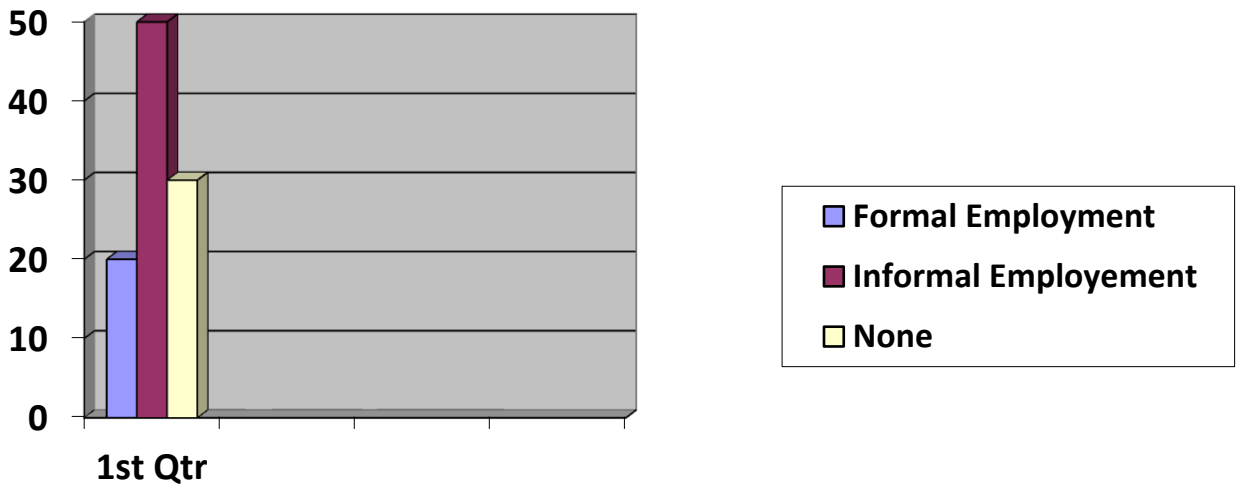


As it can be deduced from the table above, the vast majority of the respondents, 95%, indicated that they were secondary school dropouts with only 5% of them answering in the negative; the 5% stated that they had dropped out but later they enrolled back to secondary school. This sample was deemed appropriate because it possessed the characteristics that were being investigated; namely effects of household factors on secondary school dropouts. Asked further to state the level at which they dropped out of secondary school, 40% indicated that they dropped at form one while another 40% at form two and the remaining 20% at form three. This was an indication that the respondents met the expected qualifications; that they were school dropouts. This was considered an important parameter in the research because those who were sampled had the requisite know how of the issue of school dropout.

4.3.2 Occupation of Parents

The type of occupation was also an important parameter in the study. This is because it was considered as a determining factor of school dropouts because of the financial aspect which enables parents meet the requirements of the school and hence ensure that they complete school. The findings were as follows:

Figure 4.2: Occupation of parents

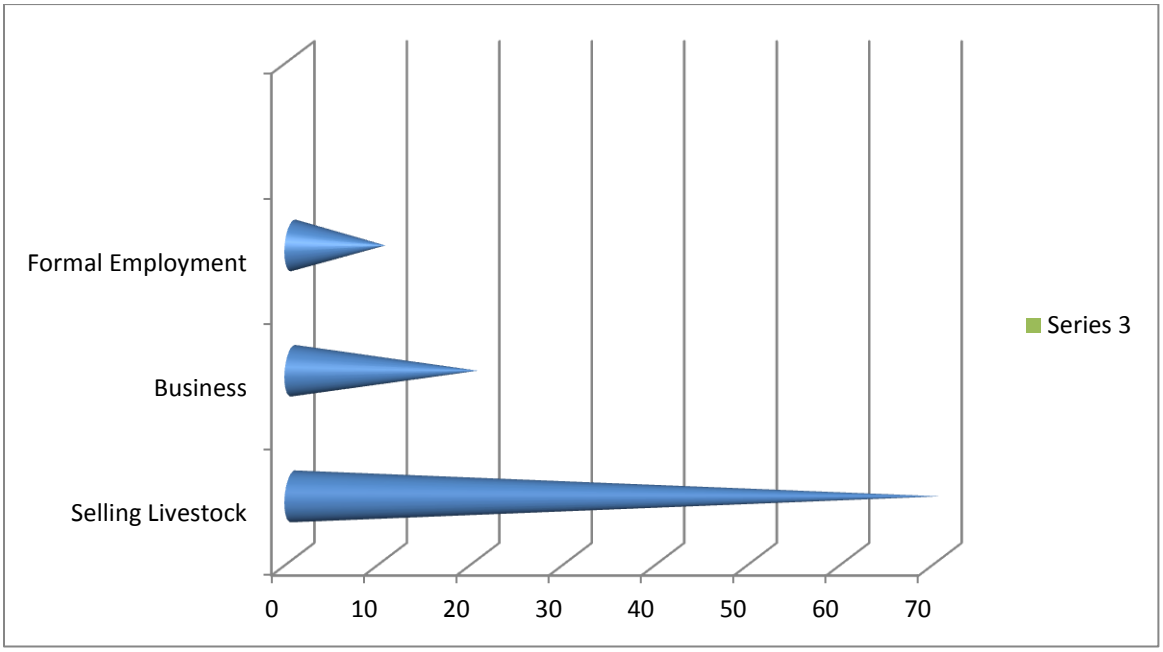


From the findings in figure 4.2, a majority of the respondents, 50%, indicated that their parents are in informal employment while those who indicated that their parents were in formal employment were only 20%. The remaining 30% indicated that their parents were not in any form of gainful employment. This was a clear indication that the social economic levels in the area were low and was favorable to school dropouts.

4.4 Findings on the influence of Parental Income on secondary School Dropouts

This research sought to establish how parental income affects school dropouts. This involved asking the respondents questions aimed at finding out their economic activities in order to ascertain their capabilities in terms of whether they are able to take care of their children's education or not. The findings are presented in figure 4.4 below:

Figure 4.3: Economic activities of Family Sources

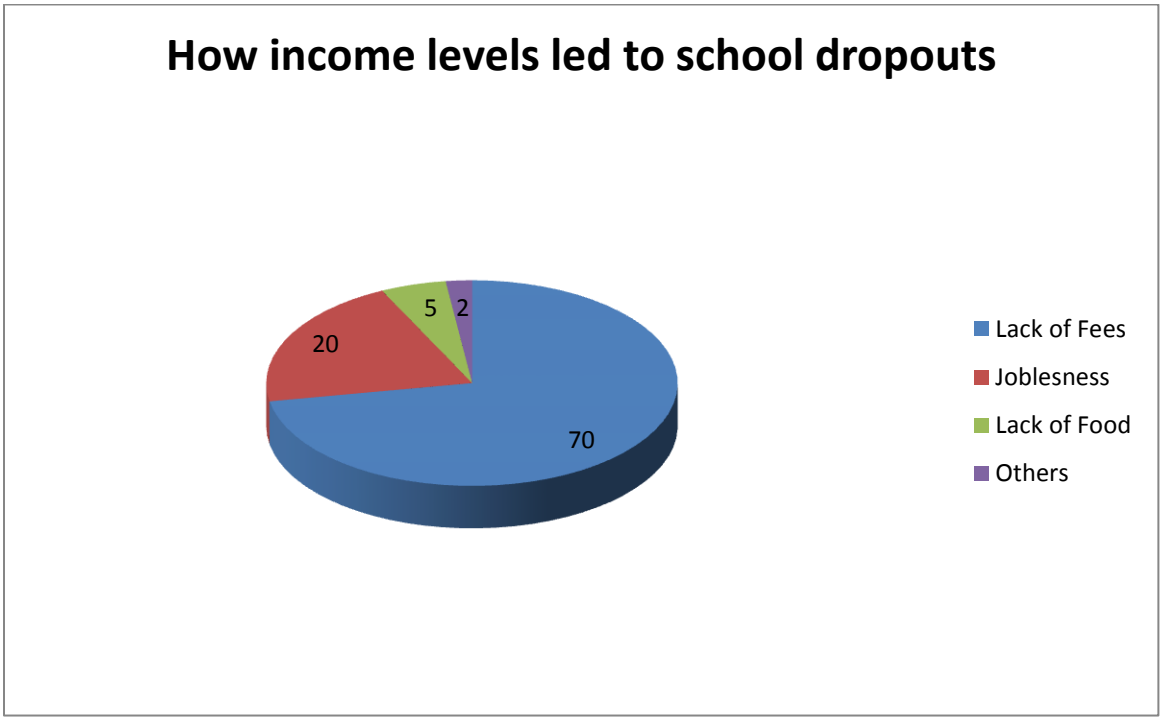


From the figure above, a majority of the respondents, 70%, stated that they derive their sources of income from selling livestock. The rest indicated business and formal employment as their sources of income at 20% and 10% respectively. Being an area where pastoralism is the most dominant form of livelihood, selling of livestock is a major income earner. However, it is also true that livestock survivability depends on the climatic dictates of the time; this means that during dry season, the dependence on cattle becomes a challenge because of the fact that the cattle are reduced in numbers and this makes it hard to fully depend on them especially as far as schooling is concerned. In a bid to understand whether

the respondents have members in the family who help them to meet their costs of living, 80% indicated none while the remaining 20% indicated in the positive. Those who stated that they had members in the family who help meet their costs further explained what these members do; it ranged from sand harvesting vegetable vendors and operating small scale businesses.

Enquiries were made to find out how income levels affected school dropouts in the study area. Figure 4.5 summarizes the findings.

Figure 4.4: How Income levels lead to school dropouts



From figure 4.5 above, 70% of the respondents disclosed that lack of school fees was responsible for dropouts. According to the respondents, lack of school fees forced even students who already had enrolled in school to drop out, especially at secondary school level. They further indicated that even with free education at the primary level education, students were still asked to buy school uniforms, books and other requirements which many students

could not afford. About 20 % linked school dropout to joblessness, 5% said lack of food and the other 5% mentioned other factors which ranged from separation, conflicts within the family, and absence of support from the community. Asked to state whether there were other members in the household who contribute to their upkeep, they reported that there were thre and they engaged in hawking business and livestock keeping. The current findings contradict those of Kikeo and Hideaki (2019) who in their seminal paper on factors influencing school dropout in Lao, observed that net family income had an insignificant effect on school dropout.

The findings are however in tandem with earlier studies. For instance, Litcher (2003) established that children from poor households were 2.9 times likely drop out of school compared to those from rich households. Chug (2011) also made similar observations. In particular, the author established that low parental educational level, the weak family structure, pre-school experiences, family background and domestic challenges negatively affect the value of education hence responsible for the children's school dropout. However, the findings of the current study partly contradict some of the previous studies (e.g. Field, 2010; Goodman & Greg, 2010; Ward, 2013) that argue that the focus on income in the relationship between poverty and children's education is not justifiable but only exaggerated. Ward (2013) argued that income was only one aspect in accounting for the children's experiences in the school system.

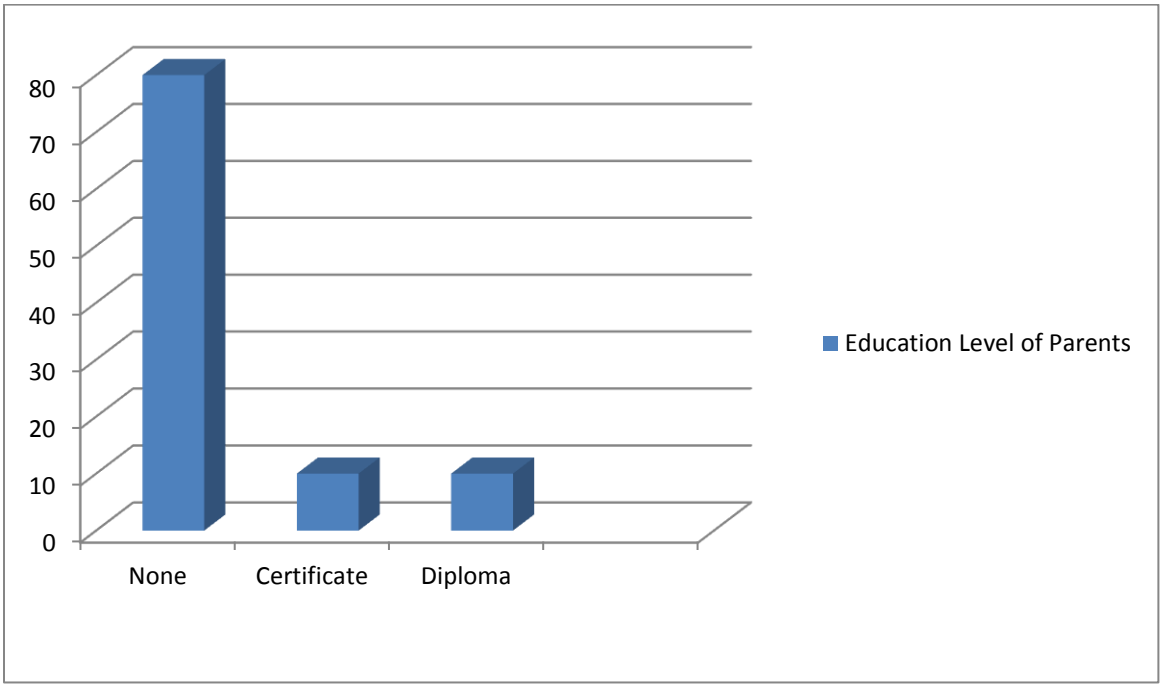
Eden (2013) established that poverty largely has an effect on a child's ability to take advantage of the educational opportunities in place for him/her. This happens when there is a

continuous absence of an environment that is conducive for learning at home coupled with a perception of low esteem in the children. Similarly, because of the economic conditions, the children cannot afford to have ICT devices such as computers to aid them. Most importantly, they even lack basic needs such as food, decent housing coupled with domestic violence which usually occurs in low income homes. Gottfried (1989), states that the combination of all these factors often complicate the learning experiences by these children who live in these settings. On the other hand, poverty negatively affects parental esteem when they compare themselves with those who afford to take care of their children. These parents end up being disturbed about getting a source of income to support their children; this often forces them to sacrifice their time at the expense of family time and this denies the children parental love; in turn their learning progress diminishes. Desforges (2003) avers that without the unbridled support, both psychological and material from parents; their education is a mirage (Feinstein, et al., 2008; Brown & Iyengar, 2008; UNESCO, 2005). This may differ from country to country, but the education of parents appears to be a strong underpinning factor. Therefore, financial reasons topped the list of the causative factors that lead to school dropouts in the sub county.

4.5 Findings on the Influence of Parental Education on Secondary School Dropouts

Parental education plays an important role in determining the successful schooling of children. In order to establish how education affects dropouts in the sub county, the respondents were first asked to indicate their level off education. The responses are tabulated in the figure 4.6

Figure 4.5: Education Level of Parents



From the figure above, a majority of the respondents, 80% indicated not having any educational qualifications. The remaining indicated that they had diploma and certificate at 10% each respectively. However, when asked whether they do value the education of their children, a majority of them, 90% answered in the affirmative while only 10% stated that they do not value the education of their children. Those who indicated that they valued education of their children gave varied reasons; they said that they do not want their children to be in the same predicament as them because of lack of education; they also indicated that an educated child will be able to be competitive in today's world and at the same time will be self-reliant. Those who do not value the education of their children gave reasons such as it makes them incur a lot of money that could be used to sustain them and that educated children usually leave the homes and go live in urban centers hence do not help the society and community that brought them up. They also stated that they valued education because it

was good for their future investment and it would not only open up the world of opportunities, but also it will create a sense of independence and autonomy in them.

These findings find agreement with other studies done on how parental education levels affect the education of their children. For instance, UNESCO (2006) and the World Bank (2009) revealed a strong positive correlation between literacy and poverty. Findings by the World Bank (2009) indicated that lack of income and essential goods and services still exist in most of the third world countries. UNESCO (2011) clarified that poor nations in Sub-Saharan Africa (SSA), South and West Asia have the lowest literacy rates. This is well supported by Meier and Rauch (2000) who disclose that 1,115 million people in the third world countries live in poverty and fall below the upper poverty line of $370 Purchasing Power Parity (PPP). According to the World Bank (2009), poverty impacts negatively on school aged children, especially when parents are illiterate. The current findings are also in line with those of Lauder et al. (2006) who found that family poverty brought about by instability, lack of employment, and alcoholism potentially impaired children's educational attainment.

Household's economic stability influences how children and their parents decide on educational provision and choices. This may be attributed to the family's socio-economic status. Inspired by the idea that parental educational level has a direct effect on family income (Feinstein, et al., 2008), it can be deduced from the current study that parental education attainment and family income combine to influence children's school prospects. Evidence is there suggesting that family instability occurs more often as a result of poverty.

This is because poverty relates with lack of jobs, drug abuse and alcoholism and all these are harbingers of children's academic achievements (Lauder, 2006). Some scholars aver that when parents have a stable income; they will be able to make sound choices regarding their children's education in general. Therefore, the economic predisposition of the family has a major role in influencing the education of the children living in the household. At the same time, the income levels of parents are related to the educational attainment of the parents. When parents have a higher education, they are more likely to have better income as compared to those whose education levels are low; as a result they will be in a position to make the right decisions affecting the learning of their children; to be more precise, they motivate the learning of their children. Feinstein (2008) posits that this relationship occurs at two levels; the first one being that direct interaction between parents and their children and the second one being external factors such as the self-esteem that it brings in the children that catapults them to good performance; at the same time, it gives children hope in education.

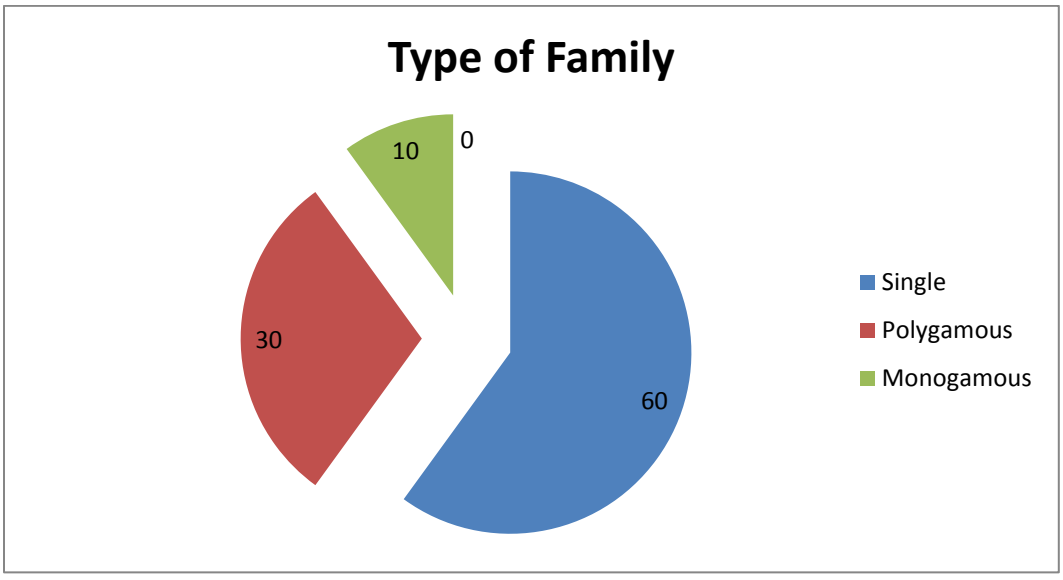
In turn (2009) argues that the main route that a family can exit poverty through is education which enables the acquisition of the right skills and attitudes and knowledge that opens opportunities. When more people are educated, it serves as a catalyst for societal and individual development and progress (UNESCO, 2006). No wonder, Chechin (2006) reports that those nations that have their citizens acquiring high educational attainment have bridged the gap between those who are learned and those who are not learned. The financial stability of a family tends to be reciprocal; those parents who are able to educate their children also transfer the same ability so that when those children grow up, they also bring up their children by giving them education. This tends to have a ripple effect; on the contrary, those

who are unable to give their children education, the same children will grow up with a lack of appreciation of education and thus are likely not to give their children education. Hence, Checchin's (2006) suggestion that income inequality tends to be lower in countries where average educational achievement is higher. This suggests that literacy skill acquisition, especially for parents, can be an advantage in alleviating household poverty.

4.6 Findings on the Influence of Marital Status on School Dropouts

Marital status was also considered as a major determinant for school dropouts. This is because the education of a child is largely managed by the family and as such, the composition of the family plays an important role in enhancing education. As such, the respondents were asked to indicate their type of family. The findings are tabulated in the figure below:

Figure 4.6: Type of Family



A majority of the respondents, 60% indicated that their families are single while 30% were in polygamous families while the remaining 10% in monogamous families. Based on this, they were asked to indicate whether they agreed with the assertion that those who lived in single families were more likely to drop out of school, 50% strongly agreed while 40% agreed with the remaining 10% disagreeing. This therefore was an indication that there was an imposition of extra challenge for single families in as far as taking care of the schooling needs of the children are concerned.

Regarding polygamous families, the respondents were also asked to respond to the assertion that the children who have been brought up in polygamous families often experience favoritism which disadvantages some children and hence leads to school dropouts. A majority of them, 90% agreed while only 10% disagreed. They indicated that in polygamous families, conflicts do arise which end up negatively affecting school-going children. At the same time, they indicated that in single families, children are more likely to drop out of school because of not only financial reasons, bust also issues related to upbringing.

In fact, the respondents who were targeted, who were children that had dropped out of school, cited lack of parental stability as a cause for school dropouts. This, in itself, borders marital status since whenever there is instability at the family level; it is the children who bear the brunt in terms of schooling and even discipline. Some of the female respondents in fact stated that they got early pregnancy because of the family instability where the parents could not full take care of them; in some cases, the respondents indicated that that was the driving force for early marriage and dropping out of school. These school dropouts blamed

their respective families for not addressing their needs and hence driving them out of school. One such example was given by a respondent when she stated that her parents divorced when she was in class six; as a result, she was taken by her mother to live with her parents-my grandparents. They never bothered to take her to school because of their inability. She stated that had her parents not divorced, she would not have dropped school.

A similar study by Chenge (2017) also established that divorce and parents' death encouraged school dropouts in Rushinga District in Zimbabwe. In the same vein, Pong and Ju,(2000) observed that separation or divorce defined change in family structure from a two-parent family to a single-parent family. The results are also supported by Hunt, (2008) and Basumatary (2012) who hint that household's socio-demographic characteristics determined dropouts.

These findings are in tandem with those of Egalite (2016). According to this study, it was found out that nearly a quarter of children in America grow up in single families after parental divorce from as early as when they are 15 years old. The trend is similar in many other places around the world. In some more extreme cases, parents choose deliberately to remain single the rest of their lives. Whenever these cases occur, they always have a serious consequence to the well-being of children's learning and the success of their learning. Since parenting is a two-person affair; those children born in single families or those whose parents divorced are usually denied the requisite time from both parents. To complicate the matter, it is usually a herculean task for the parent to monitor the academic progress and the discipline of the child alone. In a report that was published by the CBS of America, it was revealed that

as opposed to the children living with their parents who read for an average time of 8 times in a week, those with single parents do so 5 times. In addition, parents who live together impact greatly on their children emotionally, psychologically and even morally. All these are prerequisites for academic success in learners. In short, there is usually full formation in children living with their parents as opposed to those living with single parents and this negatively impacts on their educational achievement.

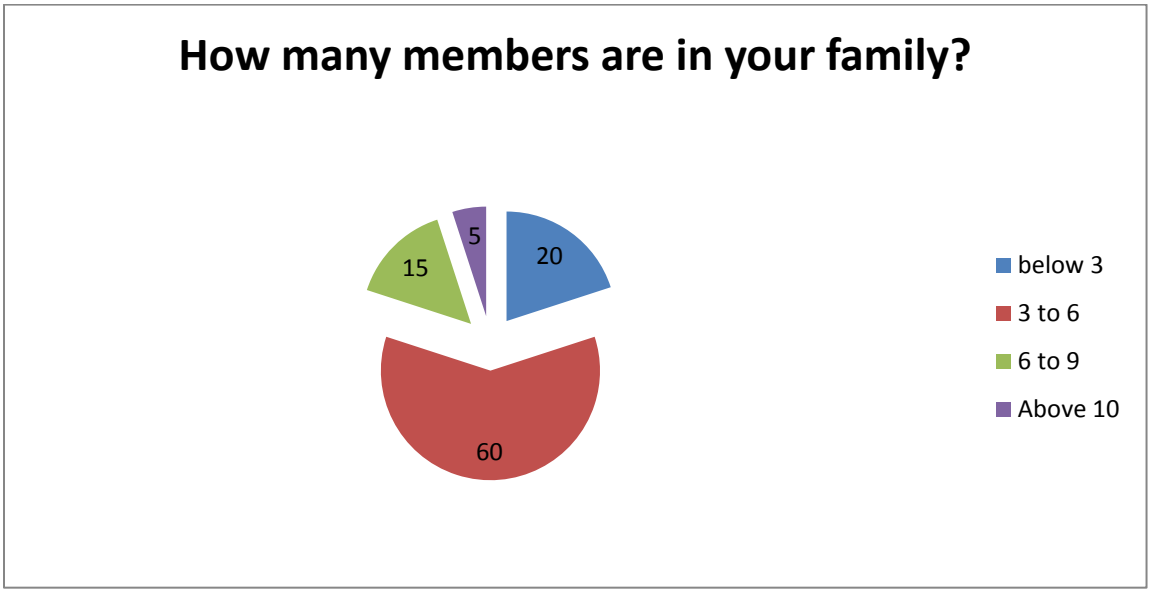
Single parenthood is associated with low economic status because of various reasons. This is because they are placed at a relatively disadvantage position compared to the dual parents. According to Watt (2019), about half of poverty is exhibited by single-households compared to only 5% of dual parents. Besides, since single parent-mothers/fathers are forced to work multiple jobs to in order to make ends meet.

Therefore, there may be limited availability when it comes to being able to attend events like parent teacher conferences or school field trips. Single mothers/fathers in rare occasions support their children with their academic work/assignments. In addition, they are rarely involved in school-based activities. Studies indicate that participation of parents highly predict improvement of students' achievement and school attendants.

4.7 Findings on the Influence of Family Size on School Dropout rates

In a bid to establish how family size affects school dropout rates, the respondents were asked to indicate the size of their family. The responses are expressed in the figure 4.8:

Figure 4.7: The number of members in the family



From the findings as indicated in figure 4.8 above, a majority of the respondents indicated that they had between 3 to 6 members in their families while 20% were below 3 and 5% were above 10. Another 15% indicated that their family size was between 6 and 9.

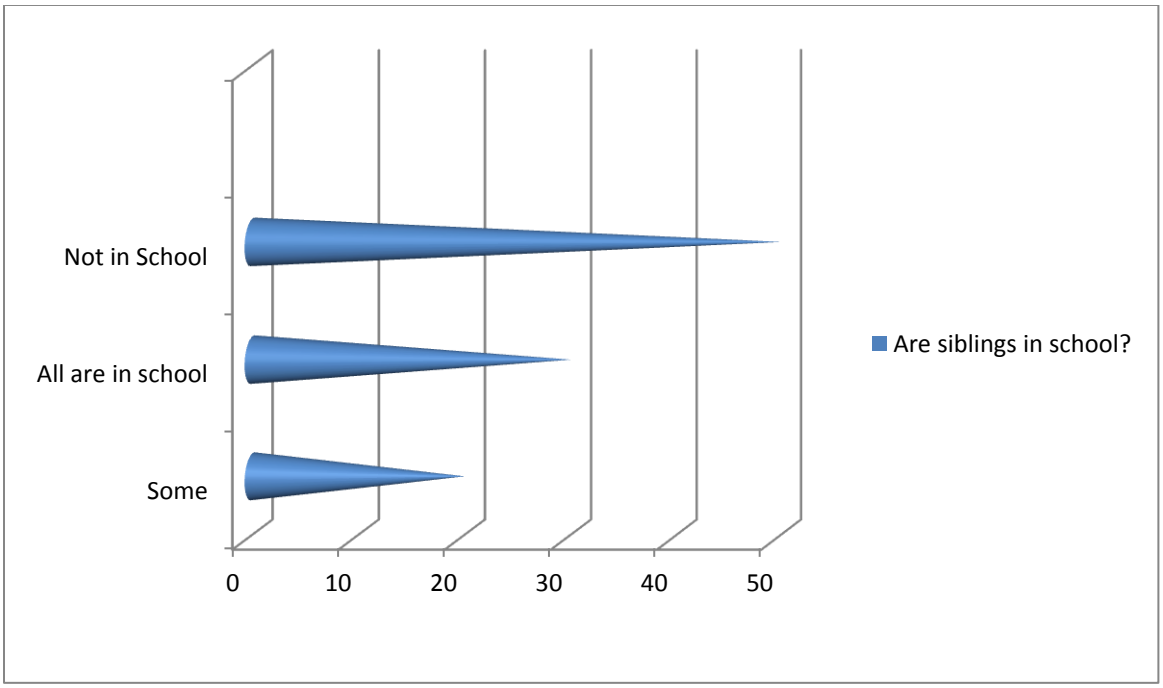
4.7.1 How many are in school?

The respondents were also asked to indicate whether their siblings are in school or not. The findings are represented in figure 4.9.

The figure demonstrates that a majority 50% of those who were targeted indicated that their siblings were not in school. The rest indicated that some were in school, 20% and the remaining 30% indicated that their siblings were not in school. Asked further the reason as to why they were not in school, they indicated that it was very difficult to maintain all of them in school because it is unaffordable. Some stated that the cost of maintaining a child in secondary school ranged from 15,000 to 60,000 depending on weather the child in enrolled in

a boarding or day school. This, according to them, was a tall order, especially if one has more than three children who need schooling. At the same time, they also stated that the costs of meeting their basic needs were high and that exhausted their finances completely hence it made it difficult to meet the schooling needs of their children.

Figure 4.8: Whether siblings are in School



The current findings resemble those of Chugh (2011) who also observed that household size affected education of the children. The author established that in large families, children had a 36 percent increase in the odds of dropping out of school, in comparison to the odds for families with few numbers of siblings. In theory, it is widely accepted that larger family size tends to constrain on already scarce resources of households. However, Enyegue et al. (2006) reveal that the negative effect of large family size is neither universal nor unavoidable inevitable. Previous studies indicate that financial burden is relatively greater in larger households (especially the number of children) hence exhibit high rates of school dropout.

One of the parents who stated that he had eleven children and that if all of them go to school, he will be incurring close to 250,000 shillings in a year alone for them to remain there. Since his only livelihood is pastoralism, he cannot afford them to be in school. He went on to state that even if one request for bursaries, they will not be sustainable.

The current findings are also in line with observation made by Mueni (2018) who investigated how family size influenced boys' dropout rates in Makueni. Mueni noted that boys tend to drop out of school in bigger families and worsened by low incomes. Symeou, Martinez and Alvarez (2012) explain that many students particularly boys from larger families dropout of school and join the labor force in order to cater for their families' income needs. Research done in 2006 by the MOE revealed that as the needs of boys increase as they grow up. Their parents may not be able to cater for their increased needs especially if they come from larger families. Therefore, it can be deduced from the study as the family size increase, the difficulties in guaranteeing the schooling of the children also increases. Children who come from larger families are more disadvantaged in terms of accessing and completing education in comparison with those from smaller families. In one of the responses, the respondent stated that his parents tried their best to ensure that he completed school. However, his parents they were overwhelmed because they were five in secondary school and four in primary school. He used to be sent home every time and then for fees and other levies. That's when his parents opted that he does not proceed. He went on to state that one of his elder siblings succeeds and decide to take him back to school, he will appreciate.

The effect of the size of the family on the children's learning is very critical. When a comparison is made between families that have fewer children and those with more children, those families with more children usually negatively affect the learning of their children; these children not only miss school frequently, but also they stagnate in one class for long besides increasing their chances of dropping out of school more frequently. The effect of this scenario is that when the family size is big, more financial burden is imposed on the parents and this disadvantages the children (Enyegue, 2000). Similarly, Chugh (2011) did a survey in India and established that those parents who had more children were found in the category of about 36 per cent of those families that had children who dropped out of school in comparison with smaller families. Analytically, it can be deduced that large family size corresponds with the constraining of resources channelled to the health, education and generally the investment of their children.

However, results from other surveys seem to differ on the extent to which family size negatively affects learning of children (Enyegue, 2006). The studies implore that the number of children living in a family is important but there is no specific empirical research to validate how it actually affects education. In fact, some studies even indicate that larger family sizes enhance learning because if the number of children in higher, jobs are distributed amongst them hence paving way for those school going children to go to school. A child from a larger household might have a higher probability of attending school because work is spread over a large number of household members (Rose & Al-samarrai, 2001). The effect of family size is conditioned by the specific cultural, political and socioeconomic settings (Sudha, 1997).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study based on the findings that the study was able to unveil. It goes ahead to present the conclusions of the study as well as key recommendation areas that were inferred from the study.

5.1 Summary

This study was aimed at investigating the household factors that are responsible for school dropouts in Oloitoktok Sub County of Kajiado County. It was guided by the following objectives: To establish the influence of parental income on dropout rates; to determine how parental education affects school dropout rates; to assess the influence of family marital status on school dropout rates and to analyze the influence of the family size on school dropout rates in Oloitoktok Sub County. The study employed the Push out Grounded Model in stating that both family and school factors play a role that leads to students dropping out of school.

5.1.1 Summary on the Findings on influence of Parental Income on School Dropouts

Parental income was perceived to be a very instrumental variable in the determination of whether learners will continue with the educational cycle or not. Based on this, the study was able to establish that parental income was a major factor that determined dropout rates. Coming from an area where a majority of the people are not educated and hence depend on pastoralism, it was evident that they could not afford to take their children to school; even in the midst of Free Education, they stated that they could still not be able to buy uniform for

the children, pay for their food and other utilities such as fare to and from school. This made it difficult for those children already enrolled in school to complete it. At the same time, they also depended on the children in terms of helping them to take care of cattle and other jobs at home. In fact, it was established that a great majority of them dropped out not only because of fees, but because of failure on the part of parents to cater for their needs. This failure was largely attributed to low income on the side of the parents.

5.1.2 Summary on the Findings on the influence of parental education on School Dropouts

Similarly, the level of education by the parents was also considered to be a very critical determinant of school dropouts. On this, the study established that as much a majority of the parents were not educated, it came to suffice that they do value the education of their children. They would not want their children to undergo the same life that they were living and they knew that education opens up avenues for the youth in future. They seemed to have known the nexus between education and economic empowerment and they wished that their children pursue education as a way of emancipating themselves from the endless shackles of poverty. However, it was also revealed that a few of the parents thought that education was a wasteful expense that can be avoided. They cited that educated children often end up outside the community and hence do not benefit the community that educated them. They seemed to disfavor education of their children because it alienates them from the society and makes them strangers in their own community. They also said that education promotes individualism and capitalism because educated children tend to mind about themselves and not the rest of the community, including the family which brought them up. For the majority of the parents who value the education of their children, they sacrifice by selling livestock

yearly in a bid to ensure that the children are kept in school. Therefore, it can be deduced that education levels of parents do not have a large effect on school dropouts.

5.1.3 Summary on the Findings on the Influence of family status on school dropouts

The study was able to establish that family marital status plays a key role in accelerating school dropouts. Children who are raised in polygamous and single families were found to be more vulnerable to dropping out of school as compared to those living in monogamous families. This was not only as a result of the extra financial burden, but also as far as discipline of the students is concerned. In fact, the students blamed family status for their dropping out of school. They cited that their parents did not treat them with priority and as such they ended up dropping out of school. On the other hand, those living in monogamous families were seen to be more unlikely to drop out of school because of the unbridled attention that they got from their parents. At the same time, these parents were seen to be more proactive in the affairs of their children's education as they were not distracted by family issues that could make them fail to perform their parental duties properly.

5.1.4 Summary on the Findings on influence of family size on school dropouts in Oloitoktok Sub County

Lastly, the research sought to establish how family size affects school dropouts in the sub county. It was revealed that the size of the family has a bearing on school dropouts. Those children who hail from families that had more family members were found to be more likely vulnerable to dropping out of school as compared to those who came from families with fewer members. The largeness in size imposed an extra financial burden to the parents which makes it very hard to safeguard the schooling of their children. The parents have to ensure

they safeguard the basic needs of their children and in so doing they are left with nothing to pay for their children's education. As much as in some cases they get financial support in terms of bursaries and scholarships, these are normally unsustainable and cannot guarantee the completion of school of these children hence dropping out. At the same time, family size also tends to accelerate favoritism; either those children who were born first when the parents were still strong benefit or at times the parents design their own criteria as to who gets education or not. In some cases, the girls are sacrificed at the expense of the boy's education.

5.2 Conclusion

The study concludes that for the issue of school dropouts to be addressed fully in Oloitoktok Sub County, the household factors need to be addressed. This is because the household is the springboard upon which the socialization of children occurs. If the households have the capacity to support education of children, the issue of school dropouts will be a thing of the past. Therefore, measures ought to be undertaken to ensure that the households have the ware withal to be in a position to fully support the education of their children without any interruptions that can end up leading to dropouts.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

- The County Education Office of Kajiado should identify those students who dropped out of school and liaise with the Administration to ensure that they are re admitted back
- Parents whose children dropped out of school should be sensitized through the *Nyumba Kumi* initiatives to ensure that their children complete school

- County Bursaries and CDF (Constituency Development Fund) bursaries should target parents who are of low economic status in order to minimize dropouts related to lack of income

5.4 Suggestions for further study

The researcher proposes further research in the following areas:

- This study needs to be replicated in private schools in the sub county in order to compare results.
- Similar study can be undertaken in primary schools in the sub county in order to compare results.
- The study only examined household factors influencing student's dropout in Oloitoktok Sub County. A study needs to be done to examine school-based factors influencing students drop out in the district.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

My name is Stephen Oseur Lekasi, a student at St. Paul's University Pursuing a Master's Degree in Community Development. I am writing a research on *'**Household factors influencing school dropout rates in Oloitoktok sub-county, Kenya'.*** Your responses will be treated with outmost confidentiality and anonymity. The responses will be used for research purposes only.

PART A-SECTION FOR PARENTS

SECTION A: PERSONAL INFORMATION

1a) Do you have children who dropped out of school in your household? Yes ☐ No ☐

b) If yes, how many? 1 ☐ 2 ☐ 3 4 ☐ More ☐

c) What is your occupation? Formal ☐ Informal ☐ Other (Specify)……

SECTION B: EFFECTS OF PARENTAL INCOME ON SCHOOL DROP OUT RATES

2a) What are your household's source of income? Selling livestock ☐ Business ☐ Formal Employment ☐ Other source…….

b) Are there members in your household who contribute towards your upkeep? Yes ☐ No ☐

c) If your answer is yes, tell me what they do for a living?.....

……

……

……..

d) Did your children drop out of school because of the following?

i) You did not have money for school fees Yes ☐ No ☐

ii) You were jobless Yes ☐ No ☐

iii) There was no food at home Yes ☐ No ☐

iv) Any other reason…….

……

……

SECTION B: EFFECTS OF PARENTAL EDUCATION ON SCHOOL DROPOUT RATES

3a) What is your education level? Certificate ☐ Diploma ☐ Degree ☐ None

b) Do you value education of your children? Yes ☐ No ☐

c) How do you invest in the education of your children?.....

……

……

d) Are there children in your household who completed schooling? Yes ☐ No ☐

e) If yes, how did you facilitate them to complete schooling?.....

……

……

……

f) Do you sell their livestock to pay for your children's' education? Yes ☐ No ☐

g) If yes, how many times?.....

……

……

……

SECTION C: EFFECTS OF FAMILY SIZE ON SCHOOL DROPOUT RATES

4a) How many members are in your family? 1-3 ☐ 3-6 ☐ Above 6 ☐

b) Are all of them in school? Yes ☐ No ☐

c) If yes, who pays for their school fees?.....

d) If no, why are they not in school?.....

e) Do you think the size of your family affects the education of the members? Yes ☐ No ☐

f) Kindly explain your answer in 'e' above……

……

……

……..

g) Do you think those siblings born ahead had an advantage to get education? Yes ☐ No ☐

h) If yes, state how……...

……

……

……

SECTION D: EFFECTS OF FAMILY MARITAL STATUS ON SCHOOL DROPOUT RATES

4a) What type of family do you have? Single ☐ Polygamous ☐ Monogamous ☐

Other……

b) Respond to the following questions by indicating your level of agreement on a scale of 1-5 where 1 -SA , 2- A, 3- U, 4, 5- SA (**SA-Strongly Agreed, A-Agreed, U-Undecided, D-Disagreed, SD-Strongly Disagreed)**

Statement	**SA**	**A**	**U**	**D**	**SD**
Those who live in single families are more likely to drop out of school					
In polygamous families, those who manage to complete school are usually those favored					
There are more chances of completing school in monogamous families because the parents focus on the children					

PART B: SECTION FOR CHILDREN WHO DROPPED OUT OF SCHOOL

1a) Did you Drop out of School? Yes ☐ No ☐

b) If yes, at what stage? Form one ☐ Form 2 ☐ Form 3 ☐

5a) Please rate your level of agreement / disagreement on the statements below relating to the environmental factors that contribute to a student dropping from school

Statement	**Strongly disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
I dropped out of school because my family doesn't value education					
I dropped out of school after undergoing through FGM					
I had to drop out of school because of early marriage					
I dropped out of school because our religion permits it.					
I dropped out of school after I was circumcised					
I dropped out of school to engage in livestock herding					

b) What would have prevented you from leaving?.....
……
……
……
……

c) Did your parents' contribute towards your dropping out of school? Yes ☐ No ☐

d) Explain your answer in 'c' above…….
……
……
……
…….

THANK YOU

APPENDIX II: KREJCIE AND MORGAN'S FORMULAE FOR CALCULATING SAMPLE SIZE

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970



ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20 - 2020505/10
Mobile: +254 (0) 728 - 669000
(0) 736 - 424440

2nd March 2020

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.
Dear Sir/Madam,

Re: Recommendation for Stephen Oseur Lekasi- MDSMKS702818 to conduct research.

This letter confirms the above named person is a student of the Masters of Development Studies at St. Paul's University.

The second year consists of a major research work leading to a dissertation. The student's selected topic is *'Social cultural factors influencing school dropout rates in Oloitoktok'.*

Kindly grant this student the required permit.

Yours Faithfully,

Regina Adinda
For: Dr. Sammy Githuku
Director, Postgraduate Studies

BOARD OF POSTGRADUATE STUDIES
ST. PAUL'S UNIVERSITY
02 MAR 2020
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APPENDIX IV: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 417820

Date of Issue: 28/March/2020

RESEARCH LICENSE



This is to Certify that Mr.. STEPHEN OSEUR LEKASI of St. Paul's University, has been licensed to conduct research in Kajiado on the topic: SOCIAL CULTURAL FACTORS INFLUENCING SCHOOL DROP OUT RATE IN LOITOKITOK SUB-COUNTY KENYA for the period ending : 28/March/2021.

License No: NACOSTI/P/20/4615

417820

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