

**THE ROLE OF STUDENT CHARACTERISTICS IN DROPOUT CASES AMONG
SECONDARY SCHOOL STUDENTS IN VIHIGA COUNTY, KENYA.**

TOM SHAVISA

DOCTORAL SCHOLAR

FACULTY OF EDUCATION AND SOCIAL SCIENCES

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

P.O BOX 190 – 50100, KAKAMEGA, KENYA

DR. JUDAH MUALUKO NDIKU

DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

P.O BOX 190 – 50100, KAKAMEGA, KENYA

PROF. MAURICE AMADALO MUSASIA

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

P.O BOX 190 – 50100, KAKAMEGA, KENYA

ABSTRACT

Sustainable students' enrollment with minimal dropouts in public secondary schools has remained a great concern to many educators in the educational realm. There have been different opinions amongst stakeholders on what actually causes students' dropout in public secondary schools. This study sought to investigate the role of students' characteristics in influencing student dropout among secondary school students in Vihiga County. In this study, the school characteristics examined the school factors and socio-economic characteristics of the student. However, this may not have been documented through an empirical study. The study was guided by the following objectives; to investigate the contribution of students' characteristics on student dropout in public secondary schools and to identify strategies used by school administrators to minimize students' dropout rates in Public Secondary Schools in Vihiga County. The study adopted a descriptive survey design in which 200 school dropouts were sampled using the snowball method to take part in the study. The study employed the questionnaire method for data collection and the same was pretested for validity and reliability. Study data was analysed by the use of both descriptive and inferential statistics by the Statistical package for the Social Sciences (SPSS) version 20.0 for windows. Trend analysis was used to analyze data on students' enrolment and dropout rates. The study established that student characteristics which included gender, entry behavior, selected social and economic factors had statistically significant influence on student dropout in public secondary schools in Vihiga County. It was also established that the school administrators adopted various strategies to curb dropout rates. These strategies ranged from provision of bursaries, peer counseling and involvement of students in co-curricular activities to sustain retention. Based on the study findings, it is recommended that vulnerable students be identified for peer counseling programmes to abet dropout. Furthermore, the need to intertwine students in the academic and social fabrics of schools as a means of mitigating against dropout is recommended.

Key Words: Students' Characteristics, School Dropout

1.1 BACKGROUND

In the world, all governments have established elaborate education systems through whose curriculum develops human capital equipped with relevant knowledge, skills and attitudes for increased productivity. The desire to decrease dropout rates through enhancement of enrolment and completion rates at secondary education has led to heavy public and private investment in education, enactment of international and domestic legal frameworks and mitigative interventions from governmental, civil and nongovernmental organizations.

In Kenya, the Children Act and the current constitution compelled both parents and the government to provide basic education to all children up to secondary school level (RoK, 2010; RoK 2001). Besides the domestic statutes, Kenya is a signatory to international protocols which reiterate provision of education as a right and the attainment of optimum students' retention and quality education. Such protocols include: the Universal Declaration on Human Rights (1948), Convention on the Elimination of all Discrimination against Women (CEDAW, 1979); Convention on the Rights of a Child (CRC, 1989; Jomtien World Conference 1990); Dakar framework for action on EFA (2000) and Millennium Development Goals (MDGs).

The millennium development goals recommended increasing enrolment of students in secondary schools by 2015 by providing funding for attendance and training teachers of good quality skills to help teach students from disadvantaged communities. The millennium development goals which were set up following the millennium summit of United Nations in 2000 agreed to eliminate gender disparity in secondary education by 2015 through the promotion of gender equity and empowerment of women. This was done by encouraging equal enrollment ratios of boys and girls in secondary education; especially in marginalized areas with low enrolment. The concerted efforts accorded in promoting gender parity tend to favour the girl child through increased monetary resources and schooling opportunities. The over concentration on the girl child tends to leave the boy child vulnerable to dropout. In as much as official data on the completion rates for both gender appear to be high, the dropout rate especially for boys is said to be higher, which is caused by emerging trends in lifestyles.

The role of the principal as an instructional supervisor helps in designing a favourable routine, which informs a good school climate where retention is optimum (Musungu, 2007). It is upon this backdrop that this study sought to investigate the influence of students' characteristics on students' dropout cases in Public secondary Schools in Vihiga County.

1.2 STATEMENT OF THE PROBLEM

Dropout is a great concern to the family society and the government. Since independence, the government of Kenya has been concerned with enhancing students' retention in secondary schools. This is done through providing legal and fiscal frameworks besides advocacy through various campaigns that mitigate against dropout. In general, great efforts were put in place to contain girl dropout. Since 2007, when gender policy in education was enacted, records indicate that the dropout of girls has declined against that of boys. This is attributed to emerging lifestyles that provide challenging environment, technology and occupations to boys than to girls. However societal changes, cultural aspects and unbearable school factors contribute to dropout of both genders. It has been observed that progressive dropout among boys is due to involvement in economic and cultural activities emergent in Kenya today. Examples are bodaboda transport, fishing, provision of child labor, prostitution, drug abuse, and hawking. Other challenging occupations include mining, crafting, herding, extraction of natural resources, quarrying, sand harvesting and construction.

The primary causes and the current trends in student dropout by gender is quite unclear due to lack of established empirical findings. This study in Vihiga County shed light on these causes and trends.

1.3 Research Objectives

This study was guided by the following specific objectives:

- i. To investigate the contribution of student characteristics on dropout in public secondary schools in Vihiga county
- ii. To identify strategies used by school administration to minimize dropout rates in public secondary schools in Vihiga County.

1.4 LITERATURE REVIEW

Contribution of student characteristics on dropouts

In the United States of America, there is dismal literature regarding the causes and the statistics of students' dropout in public secondary schools. Neild and Balfanz (2006) stated that reasons for secondary schools dropouts are difficult to determine, despite the prevalence of too many students who drop out of secondary schools before graduation (Centre for Labour Market studies, 2009). The Alliance for Excellent Education (2009) cites that over a million students who enter the ninth grade each fail to graduate with their peers four years later. The study further observed that half of the African Americans and Hispanic graduate with their peers within the same cohort. Studies by Lamport and Royal (2012), explored student characteristics which led to school dropout in South Georgia district. The study established that one of the traditional secondary school which had a 2010 enrollment of 1,819 students had a total graduation rate of 80.5% in that academic year. The dropout rate was 33.6% for Black students and 13.6% for white students. The other traditional secondary school, which had a 2010 enrolment of 1,748 students, had a graduation rate of only 65.5% that year. The dropout rate was 36.1% for Black students and 36.4% for white students. The present study investigated a mono-ethnic scope, with a focus of dropout levels by gender.

A study by Hou Welli (2012), Li, (2013), Sun Unxiao, (2010), revealed middle school students in the united states could select teachers and courses they liked, whereas elective courses are unheard of to students of similar grade in china. In china, the boy child lags behind in performance as opposed to the girl colleagues because the pedagogical approach favors the latter than the former in scenarios where boys sit still and take notes during learning. Boys compartmentalize learning therefore it is difficult for them to switch from one subject to the other in noise free schools which are more examination oriented as opposed to the girls. For effective learning boys learn better if they are allowed to move things around than girls. Schools offering such a pedagogical approach to boys are likely to appeal to their retention, while those with no or little time for physical education but high concentration in examinations preparation discourage their learning enthusiasm.

Learning in distant schools discourages students' commitment to schooling due to the challenges involved. In china, Li, (2012) noted that child traffickers could kidnap lonely children to schools while those using bus transports had various cases of traffic accidents reported. This consequently contributed to truancy amongst most learners who are averse to studies and more addicted to surfing for online games. This is complicated further by parents and teachers who are busy to supervise students' studies eventually leading to dismal students' performance. Some social characteristics may impact to the learners' attainment in school, however great caution in the sampling and analysis has to be taken to narrow on biasness. Instances where many social characteristics are studied, a multivariate analysis approach is recommended to minimize the effect of the intervening

variables. For example, in correlation the influence of the father's occupation could domineer that of a large family size which may lead to eventual dropout.

Sammons (1995), established that difference in language spoken at home and the language of instruction in school was not a major handicap to student attainment except to a lesser extent to foreign students of Asian origin in the United States and Great Britain. Studies by OECD (2001), Willms and Sowers (2001), established that the income of parents greatly influenced the retention of children at school, which tends to be dismal in low income families. Strong positive correlation was found between students' retention and family possession like a computer, a desk, or dictionaries, with exceeding stronger significance in the United States and the Scandinavian countries where social interaction is advanced. The same survey revealed a positive correlation in performance of reading than mathematics amongst students with an extensive exposure cultural orientation and theatre.

In the Netherlands, (Kraaykamp, 2000) and the United Kingdom (Sullivan, 2001), found that the occupation of the father than their level of education, had a stronger effect to the progress and retention of children in school. This varied in Italy and most nations of South America where parental level of education seems to be the decisive variable. Mother's level of education had an added significant influence on children progress in school over that of the father. Young people with mothers who have completed upper secondary education are likely to be retained more and perform better in terms of reading at fifteen years and better still, if their mother has been to university. Conversely, the retention of those whose mothers have not completed secondary education is weaker, although this is not true to countries like Germany and Mexico where high retention rates were noted among those whose mothers were not highly educated. This implies that some general educational or social factors compensate for the learners'. Children born to single parent families were found to be scoring impressively well unlike some who had both parents. However, a number of single parents had inability to pay fees constantly to retain the learners in school. Therefore environmental factors had strong influence on students' performance and retention other than the family background hence to generalize findings on this basis is inappropriate.

1.5 RESEARCH METHODOLOGY

A descriptive survey design was adopted for this study. Burg and Gall (1983), Anderson (1988) observed that survey studies are not limited to description alone but explore and evaluate aspects of school systems such as students' attendance and dropouts, which are objects of this study. This design permitted the researcher to collect data from an extensive area in a relatively short time as is the case with the scope of this study. This study was carried in Vihiga County which is located in the western part of Kenya. The study sampled 200 dropouts who responded to the study questionnaire. The school dropouts were identified using the snowballing method. The study questionnaire was pretested prior to data collection and was found to be valid and reliable for purposes of this study.

The data obtained from the field was organized, edited to ensure completeness and consistency, classified and coded in line with the study objectives for analysis. Data was analyzed by use of both descriptive and inferential statistical procedures with the aid of the Statistical Package for the Social Sciences (SPSS) version 20.0 for windows. Each question related to a variable was assigned a score or numerical value by use of likert scale method. The number on a likert scale is ordered such that

they indicate the presence or absence of the characteristics being measured. All statistical measurements were performed at 95% confidence level.

1.6 FINDINGS

All the targeted respondents participated in the study and returned their questionnaires after administration. This gave the study a response rate of 100%. According to Mugenda and Mugenda (2012), a response of 70% and above is excellent for generalization of findings from a sample onto the entire population from which the sample was drawn.

The study looked at dropout trends by school composition and computed trends. Findings are presented in table 1.

Table 1: Gender and dropout rates

Gender	N	Mean	Std. Deviation	Std. Error
Male	127	1.3396	.31993	.041833
Female	73	1.0645	.37027	.08541

With regard to the overall gender of students dropping out of schools, study findings showed that there were more male dropout cases (1.34%) from public secondary schools than female ones (1.06%).

Table 2: t-Test on mean Dropout by School Category

	Levene's test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	Df	Sig.	Mean Difference	Standard Error Difference
Equal Variances Assumed	0.002	.739	.102	48	.482	.0099	.0674
Equal Variances not Assumed			.097	52.621	.434	.0099	.0689

t-critical (df=2,53, t= 1.73, p≤0.05); t-calculated (df=2,53, t=0.102, p=0.482)

Study findings in table 2 indicate that there is significant difference in the mean dropout rates between the day schools and boarding schools ($t=0.102$, $P < 0.05$, $df=2,48$). This is further shown where the critical value of t (1.73) is greater than the calculated value (0.102). This implies that the differences in the dropout rates for the two categories of schools were slightly higher than enrollment levels and that in most cases dropout levels were slightly different for day schools and boarding schools.

Study constructs relating to social economic factors relating to students were analyzed using simple regression to determine the general direction of influence on student dropout in public secondary schools in Vihiga County and findings presented in table 3 and table 4.

Table 3: Regression Results showing the effect of Student Characteristics on Student dropout in Public Secondary Schools

Variable	Coefficients	t-value	p-value
Constant	0.263	2.890	0.005
Age of Students	-0.513	-3.684	0.000*
Entry Behaviour	0.935	11.024	0.000*
Number of Siblings	-0.183	-5.936	0.000*
Age range of Parent	- 0.133	-3.207	0.002*
Family Possessions	0.381	7.560	0.000*
Land Size	0.421	6.565	0.002*
Goodness of Fit:			
R ²	0.713		
Adjusted R ²	0.689		
F-value	3.867		

Findings in table 3 show regression results for students characteristics and student dropout in public secondary schools in Vihiga County. The constructs investigated were age of students, entry behaviour, number of siblings, age range of parents, family possession and land size. Kenya. Study findings established that calculated t-statistics ($t = -3.684, 11.024, -5.936, -3.207, 7.560$ and 6.565) for parameters age of students, entry behaviour, number of siblings, age range of parents, family possession and land size respectively were greater than tabulated t-statistics at 0.05 level of significance. The result of the study showed that entry behaviour, family possessions and land size significantly had a positive relationship with student dropout rates during the review period in Vihiga County. This means that student who joined secondary school with high marks in KCPE were more likely not to drop out of school. Similarly, students from wealthy families and those from families with large land size were likely not to drop out of secondary schools. The study also found that age of students, number of siblings and age range of parents had a negative influence on student dropout in public secondary schools during the review period. This is an indication that older students were likely to drop out of secondary schools and so are students with many siblings and students with older parents.

The coefficient of determination (R^2) was 0.713 indicating that age of students, entry behaviour, number of siblings, age range of parents, family possession and land size accounted for 71.3% of variation in student dropout in Vihiga County. The remaining 28.7% unexplained variable is largely due to variation in other variables outside the regression model which are otherwise included in the stochastic error term. The overall regression model was statistically significant in terms of its overall goodness of fit ($f = 3.867, P < 0.05$).

Table 4: Regression Results showing the effect of student characteristics on student dropout

Variable	Coefficients	t-value	p-value
Constant	0.439	2.606	0.001*
Family Status	0.455	0.508	0.002*
Type of Housing	0.365	3.784	0.001*
Custody of Dropouts	-0.398	-2.781	0.001*
Residence Type	0.374	3.441	0.002*
Gender of Students	0.366	3.691	0.014
Family income	0.381	3.951	0.001*
Goodness of Fit:			
R ²	0.634		
Adjusted R ²	0.603		
F-value	4.391		

Findings in table 4 shows the regression analysis for effects of student characteristics on student dropout in public secondary schools in Vihiga county where constructs variables involved were family status, type of housing, custody of drop outs, residence type, gender of students and family income. The result showed that, calculated t-statistics (t =0.508, 3.784, -2.781, 3.441, 3.691 and 3.951) for parameters family status, type of housing, custody of drop outs, residence type, gender of students and family income respectively were greater than tabulated t-statistics at 0.05 level of significance. This finding reveals that family status, type of housing, residence type, gender of students and family income had a positive relationship with student dropout in public secondary schools in Vihiga County during the review period while resident of the students recorded a negatively influence on dropout rates. The result of the study showed that student characteristics had a statistically significant influence on student dropout in public secondary schools in Vihiga County between 2011 and 2014. The coefficient of determination (R²) was 0.634 indicating that school fees policy, school discipline, staff attitude, staff gender composition and examination policy account for 63.4% of variation in the student dropout from public secondary schools in Vihiga County between 2011 and 2014. The remaining 36.6% unexplained variable was largely due to variation in other variables outside the regression model which are otherwise included in the stochastic error term. The overall regression model was statistically significant in terms of its overall goodness of fit (f =4.391, P < 0.05).

To determine the magnitude of influence of age of students on student dropout in public secondary schools in Vihiga County, the constructs were subjected to Multinomial logistic regression and findings presented in table 5.

Table 5: Chi-Square Results for the Relationship between student characteristics and Student dropout

	Value	Df	Asympt.Sig. (2 -sided)	Exact Sig. (2 -sided)	Exact Sig. (1 -sided)
Pearson Chi-Square	19.098 ^a	1	.004		
Continuity Correction ^b	6.399	1	.005		
Likelihood Ratio	19.101	1	.004		
Fisher's Exact Test				.004	.004
Linear by Linear Association	19.095	1	.004		
N of valid cases	480				

0 cells (.0%) have expected count less than 4. The minimum expected count is 49.59.

Findings in table 5 reveal a statistically significant relationship between student characteristics and student dropout in public secondary schools in Vihiga County ($X^2 = 19.098$; $df=1$; $P<0.05$).

School principals, parents and students were asked to give the factors that influence student dropout in school. Findings are presented in table 6.

Table 6: Factors influencing student dropout from schools

Variable label	LE	ME	SE	NA	n
Failure to pay fees	41.3%	25.3%	19.9%	13.5%	198
Failure to meet exam targets	7.5%	9.2%	11.1%	72.2%	183
Expulsion due to indiscipline	4%	34%	39.7%	22.3%	189
The school routine is difficult to cope with	5.5%	11%	21.4%	62.1%	200
Students are bullied , molested and stolen from	11.4%	27.3%	29.5%	31.8%	200
Early marriage / pregnancy	39.4%	26.9%	12.1%	21.6%	199
Drug abuse	17.8%	15.7%	44.2%	22.3%	200
Peer pressure from other dropouts	49.1%	36.6%	9.9%	4.4%	199
Issues of initiation (circumcision/ FGM)	6.3%	9.1%	81.5%	3.1%	188
Lack of support from home	34.1%	32.7%	24%	9.2%	194
Long distance from home to school	3.1%	4.5%	23%	69.4%	200

Note: Where $n<200$, the balance is accounted for by missing systems, LE- large extent, ME – moderate extent, SE – small extent, NA not at all.

Findings in table 6 show that all the variables labels put to the dropouts had an influence of varied degrees to dropout. It is further revealed that failure to pay school fees, peer pressure, early marriage/pregnancy and lack of support from home had the greatest influence on student dropout from public secondary schools in the study area.

The findings in table 6 show the percentages by which various variables influenced dropout rates. The failure to pay fees (41.3%), early marriage/pregnancy (39.4%), lack of financial and material support from home to students (34.1%) and pressure from peer dropouts (49.1%) was among the factors which influenced dropout by large extent in Public Secondary Schools in Vihiga County.

Peer dropouts easily convinced vulnerable students to drop out by citing inability by their parents to pay school fees promptly and support the learners with learning materials, pocket money and personal effect. A significant number of dropouts got pregnancy and eventually married prematurely.

The dropouts from 2011 to 2014 cohort were highly discipline and academically focused students. This is depicted by the smaller percentages of them who dropped out due to failure to meet examination targets (7.5%) or expulsion due to indiscipline (4%). The dropouts from this cohort accustomed to school routine (5.5%) which they diligently followed. At least 11.4% of students dropped out of school because they were molested or bullied or had their property stolen while in school. It was found that students had clandestine gangs that stole property from fellow students with were swindled out of school through secret networks for sale. Insiders in the chain of networks included the school support staff like the cooks, guards, drivers and gardeners. These workers swiftly sneaked stolen property from school to the ready market outside. After the sale of the loot, some of the proceeds were reverted to students' gangs. Properties commonly stolen were foodstuffs, garments, stationery and textbooks, desks and metal bars, timber and firewood. In boarding schools the probable time for theft was during preps, games, worship, meals or at night while students were asleep in the dormitory. More theft was likely to happen while students were on assemblies or during weekends. These were times when the school vigilance mechanism was low, diverted or compromised.

Most day schools (69.4%) were established within reasonable distance from the students' catchment. Equally the boarding schools had been sufficiently served by transport network. The schools were built to cater for various educational aspirations of students from different social and economic cadre. This explains why distance from home to schools contributed least to dropout (3.1%). It is therefore evident that general indiscipline or academic incompetence factors were not the main causes for dropout. However, failure to raise fees (41.3%), early marriages/ pregnancy (39.4%), peer pressure (49.1%) and lack of support from home (34.1%) had a significant influence on dropout rates. The natives of Vihiga County were never practiced traditional female genital mutilation. However students who learnt in schools in Vihiga County from other counties prone to FGM could easily have been affected by the ritual. Although male circumcision was rampant within the county the festivities of the rituals occurred at intervals of at least 5 years. These explain the little influence the festivals had on dropout for the cohort under study (6.3%).

The second objective of the study sought to determine the strategies employed by school administrations to minimize dropout rates in public secondary schools in Vihiga County. Questionnaire items in the principals' questionnaire relating to strategies used by schools to minimize school dropout rates were analyzed using Multinomial Logistic Regression and findings presented in table 7.

Table 7: Multinomial Logistic Regression for School strategies to minimize Student dropout

Mode	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.683	.385		2.255	.024
Guidance and Counselling	.295	.69	.150	1.382	.035
Sponsorship and Bursaries	.321	.72	.169	1.356	.021
Extra-curricular Activities	.309	.38	.152	1.483	.019
Student Peer Counselling	.299	.45	.192	1.398	.026

a. Predictors (Constant): Guidance and Counseling, Fees Sponsorship, extra-curricular activities and student peer counselling

b. Dependent Variable: Student dropout

A multinomial Logistic Regression analysis was conducted using School strategies as predictors of the direction and magnitude of efforts to minimize students' dropout in public secondary schools in Vihiga County. Study findings in table 7 indicated that Sponsorship and availability of bursaries and other forms of school fees support contribute to 72% of the efforts in minimizing school dropout cases in Vihiga County (Beta 0.321, T 1.356, $P < 0.05$).

It was also established based on the study findings that guidance and counseling accounts for 69% of the efforts in minimizing student wastage in public secondary schools in Vihiga County (Beta 0.295, T 1.582, $P < 0.05$) while 45% of efforts to minimize student dropout in public secondary schools in Vihiga County was attributed to student peer counseling (Beta 0.299, T 1.398, $P < 0.05$). Further still, encouraging students to take part in extra-curricular activities like sports and drama found to contribute to 38% of the efforts to minimize students' dropout in public secondary schools in Vihiga County (Beta 0.309, T 1.483, $P < 0.05$).

1.6 CONCLUSIONS

Regarding the findings of the study, the following conclusions are made;

The first objective of the study sought to determine the contribution of student characteristics on student dropout in Public Secondary Schools in Vihiga County. Findings of the study revealed a statistically significant influence of all the three student characteristics on student dropout. These factors included the gender and socio-economic background of the student. It is therefore concluded that all the three students' characteristics had a significant influence on student dropout in the sampled public secondary schools in Vihiga County.

The second objective of the study sought to determine the strategies employed by school administrations to minimize dropout rates in public secondary schools in Vihiga County. Study findings indicated that sponsorship and availability of bursaries and other forms of school fees support, guidance and counseling, student peer counseling and encouraging students to take part in extra-curricular activities like sports and drama were the strategies that were commonly being employed by sampled public secondary schools in Vihiga County to minimize student dropout.

1.7 RECOMMENDATIONS AND POLICY IMPLICATIONS

Based on the study findings and conclusion, the following recommendations are made.

Given that absence of self-efficacy was cited as one of the primary reasons students provided for dropping out of high school, school management need to develop guiding and counseling programmes, where the purpose would be to work closely with at-risk students on goal setting and confidence building as well. This will help students enhance their self-actualization and gain the intrinsic motivation desired to boost their self-efficacy hence reducing on student dropout.

To address the impact of family socio-economic factors on student dropout, the researcher contends that teachers and school management in general should collaborate with families of the at-risk students to institute routine family support meetings. These family support meetings should be held at the beginning of each term and should be a part of the students' orientation. At the family support meetings, families should be informed about various ways they can support students as they matriculate through the school program. Also, school management and teachers should partner with local communities and the families of at risk students to determine the educational needs of parents and the local community. The concept of peer counselors needs to be espoused where able students are identified and trained to provide counseling, encouragement and emotional support to other students. This will help to enhance retention and completion rates in schools. This will have the opportunity to build relationships with peers who have similar goals and interests through motivation and mentoring of the at-risk students who are likely to leave school pre-maturely.

To develop sense of belonging for students in public secondary schools, the researcher recommends that schools develop ways to include these students in the academic and social fabric of their schools because students need to feel connected to their school in order to exhibit the highest possibility of remaining persistent.

Among the strategies to be employed by schools to maximize retention of students, it is recommended that school management review their school fees policy where students who are not able to raise school fees are allowed to remain in school without being sent home for non-payment. Where possible, alternative bursaries for needy students be identified to curb dropout due to lack of school fees. However, to tackle the dropout menace completely, the state can completely fund the cost of secondary education irrespective of whether a student is admitted to a day or boarding school. The full fledged funding will compensate for student or school factors that precipitate dropout.

There is need for comprehensive reforms on school programs that can make it convenient and flexible for students to continue with education after dropping out. Dropping out of school is not an impulsive action but an accumulative process of various overbearing challenges a student meets while in school. The reforms should reflect the students' long term social and economic interests to sustain participation in school up to completion. Students' retention may be enhanced through creation of supportive schools that provide emotional and material support.

REFERENCES

- Ahindukha, K. (2005). *Factors, Trends and Effects of teacher Attrition on students' Enrolment and performance in secondary schools in Kisumu city Kenya*. Unpublished Med Thesis. Kisumu: Maseno University
- AkothOlendo, C. (2002). *The effects of education resource inputs on performance in K.C.S.E examination in public secondary schools in Nyando district, Kenya*. Unpublished Med thesis, Maseno University.
- Amunga, K. J. (2009). *The effect of ranking on secondary school enrollment, promotion rates and performance trends in Kakamega south district, Kenya*, Unpublished Med Thesis, Kakamega: Masinde Muliro University of Science and Technology, Kenya.
- Ayoti, H.O, Briggs, H. (1992). *Economics of Education*. Nairobi: Educational Research and Publications.
- Ball, S. J. (2006). *Education Policy and social Class* .London: Rutledge.
- Bookover, W.W. and Beady, C. (1979). *School social system and student achievement*. New York; Flood, P., Schweitzer, J., et.al, Praeger.
- Bulimo, W. A. (2010). *Equity in access to secondary school education by private and public primary school graduates in Kakamega south district, Kenya*, Unpublished Med Thesis, Kakamega: Masinde Muliro University of Science and Technology, Kenya.
- Casio, W. F. (1992). *Managing Human Resources: Productivity, Quality of work life profits*. New York, McGraw-Hill Inc.
- Colclough, C., Webb, A. (2010). *The impact of aid on education policy in Kenya*. London: University of Cambridge.
- Coleman, J. S. (1961). *Social climate in high schools*. Washington, Department of Health and Education and Medicine.
- Creemers, B. and Peters, T., (1989). *School effectiveness and improvement*. Amsterdam: Suets and Reynolds, D (Eds) Zeitlinger.
- Eshiwani, G. S. (1993). *Education in Kenya since Independence*. Nairobi: EAEP.
- Etzioni, A., (1988). *The moral dimension; towards a new economics*. New York, The free Press.

- Eugene, G. M. (2013). 'The High School Culture and Academic Progress' in the High School Journal Vol. 47, No. 4 (Jan., 2013), pp. 153-158: University of North Carolina Press Stable.
- Fuller, B. (1987). *What school factors raise achievement? Third review of educational research*, pp 57, 255-282.
- Glennie, J.D. & Stearns, E. (2002). *Why Hispanic students drop out of high school early: Data from North Carolina*. pp.2.
- Gochi et.al. (2014). *Is the war being lost? Girls' school dropout as a result of Female Genital Mutation. A case study of Chepareria division in Pokot County*. Research Journal. Journal of education, Vol 2, No.7, ISSN2347-8225.
- Hajir, A. (2015). *Learning hit in Garrissa as teachers fail to report*. Daily Nation, 13th July, Nation Media Group: Nairobi, pp.17
- Hanson, M. E. (2003). *Educational Administration and organizational behavior*, 5th Ed.
- Hanushek, E. A. (1979). *Conceptual and empirical issues in the estimation of educational production functions*. Journal of Human resources, pp.14, 351-388
- Heaton, M. M. (2013). *Sororities and school culture*. Journal of educational sociology, Vol. 21. American Sociology Association.
- Hoy, W. K. and Miskel, G. (2005). *Educational administration; theory research and practice*. 7thed. New York, McGraw-Hill.
- Hoy, W. K. and Miskel, G. (2001). *Educational administration; theory research and practice*. 6thed. New York, McGraw-Hill.
- Hoy, W. K. and Miskel, G. (1991). *Educational administration; theory research and practice*. 4thed. New York, McGraw-Hill.
- Hutmacher, W. and Cochrane, R. (2001). *In Pursuit of Equity in Education: Using International Indicators to Compare Equity Policies*. Dordrecht: Kluwer Academic Publishers.
- Ilahaka, F. (2006, July 22nd). *Towards sustainable Free Primary Education*. The standard, Nairobi, Standard media group p.6

- Kerlinger, F.N. (1983). *Foundations of Behavioral Research*, 2nd Ed. New Delhi: Surjeet Publications.
- Kimonge, (2011). *Impact of Female Genital Mutilation on education of girls with hearing impairment in Gucha County, Kenya*. A thesis submitted for the degree of Master of education, Kenyatta University, Nairobi. pp.33
- Kothari, C. R. (2004). *Research methodology methods and techniques*. New Delhi, New Age International (P) Ltd. Publishers.
- Lightfoot, S.L. (1983). *The good high school*, New York; Basic Book Inc. pp.323
- Mbaya E. I. (2006). *The influencing factors in K.C.P.E examinations; Performance in Luanda division of Vihiga district*. Unpublished Med thesis, Maseno University.
- Medway, J, Penney R. (1994). *Factors affecting successful completion: the Isle of Wight College*. Unpublished report, FEU
- Miller, S. K. and Cohen, S. R. (1985). *Significant achievement gains using the effective schools' Sayre, K.A. model. Educational leadership*, pp. 38-43.
- Ministry of Education, (2008). *Interim guidelines for the implementation of free secondary education*. Nairobi: Government printers.
- Mondoh, H.O. (2004). *Challenges of Education reform in Kenya, Focus on the free primary education*. Nairobi, East African Publishers.
- Mudemb, E.V., (2013). *Causes of dropout among boys and girls from secondary schools in Ugenya district, Siaya county, Kenya*. Unpublished Masters Thesis.
- Musumba, M. M. (2011). *Assessment of the range, management and utilization of funds realized from income generating projects in selected public secondary schools*, Unpublished Med Thesis, Kakamega: Masinde Muliro University of Science and Technology, Kenya.
- Munyiri, C.V. (2008). *Failing management in Kenyan schools*. Nairobi, Herald publishers.
- Mugenda, O. and Mugenda, A. (2003). *Research Methods Quantitative and Qualitative approaches*. Nairobi, ACTS Press.
- Mutua, R.W. and Namaswa G. (1992). *Educational planning*. Nairobi General Printers Ltd.

- Nabiswa, Janet, (2010). *Impact of disciplinary procedures on efficiency of guidance and counseling in secondary schools of Bungoma North District, Kenya*, Unpublished Med Thesis, Kakamega: Masinde Muliro University of Science and Technology, Kenya.
- Nicaise, I., Toughthai, P., & Fripout, I., (2000). *School dropout in Thailand: Cause and remedies*. Katholieke University, Leuren. pp.13.
- Norton, P., Sanderson, K. (2000). *A Literature Review of the Effect of School Resourcing on Educational Outcomes. Report to the Ministry of Education*. Wellington: Ministry of Education.
- OECD (2001). *Schooling for Tomorrow: What Schools for the Future?* Paris: OECD.
- OECD (2010). *Education at a Glance 2010: OECD Indicators*. Paris: OECD
- Ogeto, F. M. (2006). *The effect of human and material resources in Kenya Certificate of Secondary Education on the performance of Chemistry in Kisi Central District*. Unpublished MA thesis, Maseno University.
- Okumbe, J.A. (2001). *Human Resource Management; An education perspective*. Nairobi, Kenya Educational Development and Research Bureau.
- Okumbe, J. A. (1999). *Educational Management; Theory and Practise*. Nairobi University Press.
- Othuon, L. A., Gogo, J.G.O and Ayodo, T.M.O. (2010). *The impact of cost sharing strategy on access, equity and quality of secondary education in Kenya. In Kenya Journal of Education planning and economics Vol 2*. Kakamega: EMSK.
- Oula, J.A. (2007). *Role of guidance and counseling in addressing retention of girls in mixed day secondary schools in Siaya District, Kenya*. Unpublished Med thesis, Maseno University.
- Republic of Kenya, (2007). *Ministry of Education Educational Statistical Booklet 2003 – 2007*. Nairobi: Government Printers.
- Republic of Kenya, (2008). *Education Statistics Booklet 2003-2007*. Nairobi: Government printers.
- Republic of Kenya, (2009). *Education facts and figure 2002-2008*. Nairobi: Government printers.

- Republic of Kenya, (2010). *2009 Kenya Population and Housing Census VOL II*. Nairobi: Government printers.
- Schein, E.H. (1985). *Organizational culture and leadership*. San Francisco, Jossey-Bass Inc. p. 323
- Shavisa, T. (2010). *Implications of Teacher Mobility on School Operations in Public Secondary schools in Vihiga District, Kenya*. Unpublished Med Thesis, Kakamega: Masinde Muliro University of Science and Technology.
- Shouriamma, B. (2008). *Education administration. New Delhi, A PH publishing corporation*.
- Vaizey, J. (1962). *The Economic of Education*. London: Faber and Faber 24 Russell square.
- Wamuswa, N. (2015). *Students desperate and say they feel abandoned after terrified teachers flee Garissa*. Sunday Standard Newspaper, 21st June, Standard Media Group: Nairobi. pp. 12
- T SC, (2005). *Code of regulations for teachers*. Nairobi: Government printer.
- Yulu, T. (2012). *Study breaks improves quality of life, standard newspaper August, 22, 2012 p.29* Nairobi standard Group Newspapers.