

**STAKEHOLDERS CONCEPTUALIZATION OF SCHOOL DROPOUTS IN
PUBLIC SECONDARY SCHOOLS IN KESSES SUB-COUNTY,
KENYA: A SOCIOLOGICAL STUDY**

BY

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DECLARATION

Declaration by the Candidate

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DEDICATION

This research thesis is dedicated to my wife, Emmy Chirchir, and my children, Collins, Benaiah, Victor, and Caleb, who missed my tender, loving care, and company during my studies.

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ABSTRACT

Despite the Kenyan government's commitment to providing free primary and secondary education, the dropout problem still exists in secondary schools in Kesses Sub-County. Therefore, there was a need to establish how stakeholders conceptualise the issue of school dropout causes from a multi-dimensional view, such as the school, the home, and the community. The study examined the stakeholders' conceptualization of school dropout causes in public secondary schools in Kesses Sub-County, Kenya. The study's objectives were to investigate how educational stakeholders conceptualize the school-based, home-based, and community-based causes of dropout among secondary school students. Structural Functionalism Theory guided the study. The study adopted an exploratory design to collect qualitative data and explanatory research design to collect quantitative data. The target population for the study was 990 respondents and the sample size was 307 participants. Stratified sampling, purposive sampling, snowball, and simple random sampling techniques were used to select participants. A questionnaire was used to collect data from 109 teachers, interview schedules were used to collect data from 2 area chiefs, 13 secondary school principals and 27 parents of dropout students, and focussed group discussions used to collect data from 156 students. Quantitative data were analysed using descriptive and inferential statistics. Descriptive statistics included frequencies and percentages. Inferentially, a correlation was used. Analysed data were presented as tables, graphs, and charts. Qualitative data were analysed using thematic and verbatim transcription methods and presented as verbatim reports. Quantitatively, the study results indicated that school-based ($r = 0.705$, $n=136$, $p<0.01$), home-based ($r = 0.718$, $n=136$, $p<0.01$) and community-based factors ($r = 0.718$, $n=136$, $p<0.01$) were positively correlated with school dropout cases. The study findings show that some schools lacked functional structures to support proper learning conditions. Extreme home poverty levels made schooling unbearable for some students who could not persevere. High levels of teenage pregnancies contributed to student dropout cases. The community also influenced students' schooling life, either with bad or good morals. In conclusion, stakeholders conceptualised that school-based, home-based and community factors contributed to students dropping out of secondary school. The study recommends that the ministry of education could initiate supportive programs that cater for the needy students to ensure deficiencies in their homes do not affect their education and school dropout. Parents need to guide their children at home to make appropriate decisions about their future life and avoid school dropout. The community should have a capacity-building on a positive upbringing of children to reduce bad morals that the students might adopt, hence leading to school dropout.

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LIST OF ABBREVIATION AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
ASALs	Arid and Semi-Arid Lands
EFA	Education for All
FGM	Female Genital Mutilation
HIV	Human Immunodeficiency Virus
NACOSTI	National Council of Science and Technology Innovations
NG-CDF	National Government Constituencies Development Fund
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Science

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background to the study, statement of the problem, objectives of the study, research questions and significance of the study, the scope, limitation, theoretical framework, and operational definition of terms. This chapter introduces the problem of the study from global, regional, local and the study area perspective.

1.1 Background to the Study

Dropping out of school in a post-industrial society comes with many risks (Bell, 2020). Education is a key factor for predicting social mobility; dropping out clearly undermines one's prospects of moving up the socioeconomic ladder (Richards, Garratt Glass, Heath, Anderson & Altintas, 2016). Dropping out of high school is also accompanied by many other negative outcomes or consequences, including an increased propensity for subsequent criminal behaviour, lower occupational and economic prospects, lower lifetime earnings, an increased likelihood of becoming a member of the underclass, lower levels of academic skills, and poorer levels of mental and physical health than non-dropouts (McNeal, 2017). In addition to the negative consequences for the individual dropout, areas with high concentrations of dropouts also suffer. Areas with higher concentrations of dropouts have decreased tax revenues, increased expenditures for government assistance programs, higher crime rates, and reduced levels of social and political participation (Kearney & Levine, 2014).

Further dropout of students in secondary schools is increasingly seen to constrain abilities of some countries to pursue effective economic growth and development strategies. Dropout of students is a concern to every society. Dropout student brings much harm to the society than benefits. The dropout causes a lot of disturbance both to the society and other students. Students' dropouts reduce literacy rate of a country and creates non-innovative environment (Khanam, Quraishi & Nazir, 2016). Due to Students dropouts economy of the society also drops because they are not productive. Students who drop out of school are unable to get jobs and are more likely to spend their lives jobless or on government assistance. These students often struggle with poverty, abuse, or neglect in their homes. They also engage in crime and other social vices such as armed robbery, prostitution, theft, begging, drugs, and substance abuse.

According to Ballantine, Hammack and Stuber (2017) secondary school dropout is caused by several factors such as school based, home based and community-based factors. In terms of school-based factors secondary school dropout happened considering that students spend a large

part of their time in communication with their teachers, it is obvious that the social and emotional support that teachers provide to students is important. Causes originating from the negative in-class behaviours of teachers, who are the operators of the education system, decreases and even destroys the students interest and attention to classroom life. This leads to school dropouts in the long term (Strand & Granlund, 2014). Homework emerges as a crucial factor that affects the student's attendance at school. Students who do not or cannot do the assigned homework due to several reasons do not want to go to school on the day of that class. Struggling in school daily is the biggest reason most students choose to drop out of high school. Students who are not reading proficiently by fourth grade are four times more likely to quit high school than their peers (Thornton & McCoy, 2013). Since reading is required for everything in higher grades, the lower the reading level the harder time a student will have in school.

Home based factors also influence secondary school students to drop out of school. Student coming from families that do not communicate frequently with the school are more and have higher dropout risk compared to the others (Cook, Dodge, Gifford & Schulting, 2017). Participation in parent teacher meetings and other activities, monitoring the child's school attendance and homework supports the child's academic progress and school attendance (Thornton, Darmody & McCoy, 2013). It is seen that the students from families who cannot have an honest communication, who are highly oppressive or who have no authority on their children and have accepted the failure of their children show high cases of school dropout. Further, parents' lack of education and accordingly their disregard for education occur as a compelling cause of school dropout. Parents giving importance to, and valuation of education have positive effects on school dropout behaviour (Foley, Gallipoli & Green, 2014). Unwillingness of parents to send their children to school for religious reasons and early marriage of girls have a prominent place in the causes of school dropout among girls. Furthermore, the home-based factors that influence students drop out of school are lack of parents support on learning materials. Failure to do homework due to the lack of a suitable study environment at home will lead them to drop out of school. Again, lack of pocket money and travelling money emerges as a cause of school dropout. School dropouts are highly common among students who come from low-income families (Petrick, 2014).

Community based factors also are contributing factors towards student school dropout. Minimal intervention towards early pregnancy in the community have led to high dropout trend of teen mothers. This is because these teen mothers do not get support and child services from the

families and the community. Additionally, these mothers need financial means to raise a child which can be difficult while going to school (Kenney, 2007). Students with low family incomes have the highest dropout rates. This is because many times these children need to get a job rather than going to school so they can help to support their families (Peng & Takai, 2013). Also, the use of drug among teens in the community has led to high students drop out of school. While it reached its lowest levels in 2017, the rates of drug users in high school are still high. The National Centre of Drug Use and Health noted that 58.6 percent of dropouts were drug users. This is compared to 22% of those still in school. As teens start using drugs or become addicted not only does their engagement worsen but they start to miss more school leading to them not coming at all (Sahin, Arseven & Kiliç, 2016).

Globally, the strongest predictors that a student is likely to drop out are family characteristics such as: socioeconomic status, family structure, family stress (death, divorce, family), and the mother's age. Students who come from low-income families, who are the children of single, young, unemployed mothers, or who have experienced high degrees of family stress are more likely than other students to drop out of school. Of those characteristics, low socioeconomic status has been shown to bear the strongest relationship to students' tendency to drop out (Chapman, Laird, Ifill & Kewalramani, 2011). It is likely that children and students living in poverty will drop out of school and continue the poverty cycle. In 2009, the bottom quintile of low-income students (bottom 20 percent of all family incomes) were five times more likely to drop out of high school than high-income (top 20 percent of all family incomes) students. Child poverty is rampant in the U.S., with more than 20 percent of school-age children living in poor families. And poverty rates for Black and Hispanic families are three times the rates for White families (Legters & Balfanz, 2010).

In South Africa besides problems of low enrolment and attendance, one of the biggest concerns for educational systems is their ability to retain students until they graduate from primary or secondary school (Allensworth, Nagaoka & Johnson, 2018). The problem of dropouts is disquieting to policymakers since it partly reflects the inadequacy of a schooling system in terms of either school quality or quantity. Failure to complete school is also associated with persistent poverty among certain segments of society. Although there is a growing body of research on the role of individual and household factors on children's schooling in Africa, particularly studies on school enrolment and attainment, there have been relatively few empirical studies focusing on dropping out of school.

This is although in many societies children who drop out before attaining functional literacy or completing any socially appropriate curriculum have a large proportion of their life's script written for them. However, in Tanzania, the cause of drop out varies from region to region, county to county, and school to school. The rate of drop- out stands at 2.1% for boys and 2.0% for girls, this indicated that boy drop out was now higher than that of girls, especially in the Arid and Semi-Arid Lands (ASALs) areas. Given this escalating rate, there is need to establish the underlying factors for this drop from high schools and to establish why students' participation and retention is still extremely low (Mgoma, 2018). Boys education was endangered because of the dropout rates.

The Kenyan Constitution (2010), Children's Act (2001), Education Act (2013) and other legal documents, prescribe free and compulsory basic education to all Kenyan children. Education should therefore be equitable and accessible to all children. Wastage through drop out undermines education goals set right from independence to our vision 2030 targets and Sustainable Development Goals (SDGs) targets. Whereas society is fast to rescue the girl child, it is now slow to act on the boy child (Okello, 2013). The drop out problem has been a draw back in Kenya's education cycles, in a sense that it brings about wastage, a problem which produces citizens who are not adequately prepared to be absorbed into the country's labour force. These groups instead become a liability to those they depend on. As a nation, Kenya incurs a loss whenever there is a drop out at any education level. The drop out signifies unfulfilled aim, goal, and objective for the individual community and a nation (Chepkoech, 2018).

For any drop out at the secondary level, the country loses potential work force towards the target year 2030 which the nation hopes to achieve total development. In addition, the country also falls short of her aim to provide Education for all (EFA) by the target year. The decision to drop out is a dangerous one for the student. Drop-outs are much more likely than their peers who graduate to be unemployed, living in poverty, receiving public assistance in prison, on death row, unhealthy divorced and single parents with children who drop out from high school themselves. The above problems associated with drop outs are socio-economic which are closely related in that they are interdependent of each other (Achoka, 2015).

In Kenya, due to the increased dropout rates many of the school going children drop out without acquiring the needed skills at even the basic levels of education. The high dropout rates as high

as 55% is proof that the educational institutions are not meeting the needs of the students nor providing for the good of the entire population in these schools (Kiambati & Katana, 2020). These are exceedingly high rates. Average dropout rates for the boys were 17%, while for the girls was 21% (Achoka, 2015). Despite the government's effort to ensure that every deserving citizen gets at least basic education there are still a sizeable number of students who drop out of the system before completing the cycle of basic education due to several factors (Ipapa, 2020).

1.2 Statement of the Problem

All students who enrol in secondary school are expected to complete the school within the stipulated time; hence, the government of Kenya has emphasized introducing free primary and secondary education. This free primary and secondary education expect to see all children enjoy an opportunity to be in school. Staying in school allows students to improve and perfect basic skills. If all students complete their secondary school, there will be low unemployment rates, higher earnings, good health, and low rates of mortality. In addition to low criminal behaviour and incarceration, decreased dependence on public assistance; and are highly likely to vote.

However, despite the Kenyan government committing to the Sustainable Development Goals (SDGs), The Kenyan Constitution (2010), Children's Act (2001), and Education Act (2013) that provide for the legislative frame that provides for the Kenyan child right to primary education there still exists a problem of dropout in secondary schools. The study using the sociological lens considers this phenomenon a problem to the society. The society has a role in socializing the child to be comfortable in school. However, they have not carried their roles well, causing students to drop out of school, negatively affecting society. Kesses Sub-County has been experiencing dropout of students in secondary schools. According to Kesses sub-county education statistics (2018), 40 per cent of children in school going age bracket are out of school for no good reason. However, the cause of dropping out from secondary school despite free secondary school and National Government Constituencies Development Fund (NG-CDF) has not been investigated. As a result, the topic that this study centres on secondary school dropouts. If the high secondary school dropout rate is not addressed, there will be serious repercussions for the students, their families, and society. Students who leave school early experience social shame, fewer employment possibilities, lower pay, and a higher likelihood of running afoul of the law. More than 80% of criminals are dropouts from school (Barton, 2015).

In 2022 Kesses Sub-County enrolled 2,845 Form 1 students. By the time they were in Form 2, 86 students had dropped to 2759. The rate of the dropout was 3.02%. While in form 3, the enrolment had dropped to 2,664, meaning that 95 students had dropped in form 2, giving us a dropout rate of 3.33%. These statistics exclude transfer issues (D.E. O' s, 2022). Therefore, a total of 181 students, which is at a rate of 6.36%, have dropped in the two years (Ministry of Education Kesses Sub-County Statistics Office, 2022).

According to the 2022 Baseline Report, 10% of students drop out before completing their studies. There has been no known study on education stakeholders' conceptualization of school drop outs. As a result, the researcher believed it was critical to investigate the education stakeholders' conceptualization of school drop outs in public secondary schools in Kesses Sub-County, Kenya: a sociological study. Due to this, a sociological study was conducted to ascertain how education stakeholders in Kesses Sub-County, Kenya, conceptualize children who drop out of public secondary schools.

1.3 Purpose of the Study

The purpose of the study was to investigate how stakeholders in Kenya's Kesses Sub-County conceptualized school dropouts among students in public secondary schools.

1.4 Research Objectives

- a) To investigate school-based factors that stakeholders conceptualized to be the causes of drop out among secondary school students.
- b) To explore home-based factors that stakeholders conceptualized to be the causes of drop out among secondary school students.
- c) To establish community-based factors that stakeholders conceptualized to be the causes of drop out among secondary school students.

1.5 Research Questions

- a) What are the school-based factors that the stakeholders conceptualized to be the causes of drop out among secondary school students?
- b) What are the home-based factors that the stakeholders conceptualized to be the causes of drop out among secondary school students?

- c) What are the community-based factors that the stakeholders conceptualized to be the causes of drop out among secondary school students?

1.6 Justification of the Study

According to Sustainable Development Goal 4 (SDG 4) by 2030, all girls and boys need to complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Further the Kenyan Constitution (2010), Children's Act (2001), Education Act (2013) and other legal documents, prescribe free and compulsory basic education to all Kenyan children. Education should therefore be equitable and accessible to all children. However, despite government efforts to achieve the goal there is still issue of students drops out in Kesses Sub- County. According to the county government of Uasin Gishu (2018) there is increase in students drop out which call for more efforts to raise enrolment, retention, and completion of rates. In Kesses Sub County there is increasing rates of school dropouts in the region. According to Kesses sub county education statistics (2018) 40 percent of children in school going age bracket are out of school for no good reason. The situation is getting out of hands.

Despite the government efforts put in place to ensure all students are in school, there are still issues of students drop out in Kesses Sub- County. Lack of education is a reverse gear of the society development. Such cases as school dropouts should be addressed to ensure that a country breeds a reliable society. It is with this in mind that the study focuses itself to the sociological issues facing the learner to unravel the mystery. Therefore, the focus is on the student's immediate environment both at home and school. Factors to be considered are home environment, school environment and community factors.

Thus, the present research attempted to find out how stakeholders conceptualize the issue of school dropout causes from a multi-dimensional view such as school, the home and community factors. These form the environment with which the pupil interacts with daily in life hence combining the three environs is believed that it gives valuable information in identifying the causes and for the remedial measures to be taken to cut dropping out in secondary schools in Kesses Sub-County.

Many of previous studies attempted to find out the causes of students dropping out as well as evaluating the efficiency of the education system. Such studies although they provide valuable insights could have been more complete if they went a step ahead and ranked factors in order of

their prevalence. This would have provided a basis for predicting pupils dropout phenomenon in future and try to prevent it before it occurs. Most of the studies done in Kenya were carried out before the introduction of free secondary tuition (FSE) in 2008. Before then one of the main causes of students drop out was due to lack of school fees. One of the gaps in the study is to find out why there is still a considerable number of students dropping out even after the parent's financial burdens have been reduced. This increase in students drop out cause issues in society such as theft, robbery, begging, drug abuse, poverty, and inequality (Kombo & Waiyaki, 2002). The rise in student drop out also can be influenced by learning environments. Learning environments influence learner's acquisition of mental, physical, and social knowledge. If this environment is negative, a child is bound to grow up as an ill-trained, ill-behaved, socially maladjusted individual and may cause the student to drop out of school. It is necessary for the stakeholders to be aware of how and why the environments affect learners. The issue of learner's learning environment is therefore the concern of this study.

It is with this in mind that this research focuses on how the stakeholders conceptualizes the issue of drop outs in secondary school. Many of the studies already done on the topic, there is no study which has focused on the education stakeholder's conceptualization on the issue of dropping out of school from sociological perspective. It is with this idea in mind that the study sought to find out how education stakeholder's conceptualization the issue of dropping out of school.

1.7 Significance of the Study

The study findings would be beneficial to education planners, Ministry of Education policy makers and policy implementers in understanding the school dropout. This would help them to come up with policies which ensures a reduction in school dropout caused by school, home, and community factors.

The study would also benefit parents to understand factors causing student school dropout and come up with strategies or reducing these factors from causing more dropouts in future. This further would help the parents and the whole society to understand the importance of educating children in the society. They would figure out the school dropout related harm to the society such as theft, robbery, begging, drug abuse, poverty, and inequality. Therefore, they would participate actively in ensuring there is no student drop out in the society. The learners also benefit from this study by getting to know the harm caused by school drop out to themselves and

to the society as whole. They further learn from the recommendation of the study to be responsible citizens in the society. This study benefits future researchers and academicians who are interested in related topic by acting as a basis of literature for them.

1.8 Assumptions of the Study

Assumptions are statements or ideas that are accepted as true. They serve as the foundation upon which the study is based. The study assumed that the persistent secondary school student's dropout is caused by the education stakeholder conceptualization of school dropout. Further the study assumed that school dropout affects the society negatively. The study assumed that the research instruments used in the study allowed the researcher to collect accurate and reliable information for the study. Another assumption made was that the respondents would give true information which would be relevant to the study. In addition, information gathered helped the stakeholders to understand their roles in providing for education of their children to reduce dropout rate.

1.9 Limitations of the Study

General Limitations

Sample size: The study used a sample of 307 stakeholders from public secondary schools in Kesses Sub-County, Kenya. This sample size is relatively small, which may limit the generalizability of the findings.

Resource constraints: The study was limited by resource constraints, such as time and funding. This may have limited the scope of the study and the depth of the data analysis.

Data quality: The data for the study was collected through interviews, questionnaires and Focused Group Discussion. While these are valid and reliable data collection methods, there is always the potential for bias in the data. For example, participants may have provided inaccurate or incomplete information.

External factors: The study was conducted in Kenya, which is a developing country with unique challenges. The findings of the study may not be generalizable to other countries or contexts.

Epistemological Limitations

Subjective data: The study relied on subjective self-report data from stakeholders. This type of data can be biased, as participants may be influenced by their own personal experiences and perspectives.

Philosophical perspective: The study was guided by a sociological perspective. This perspective focuses on social structures and institutions, and it may not be able to fully capture the individual experiences of school dropouts.

Methodological Limitations

Research design: The study used a mixed approach design that included both exploratory and explanatory research designs. This type of design cannot establish causality, so it is not possible to say definitively what factors contribute to school dropout.

Data collection tools: The study used interviews, questionnaires and Focused Group Discussion. These tools are relatively easy to use, but they may not be able to capture the full complexity of the issue of school dropout.

Data analysis methods: The study used basic descriptive and statistical analysis to analyze the data. This type of analysis can provide insights into the general trends and patterns in the data, but it may not be able to identify more nuanced relationships and patterns.

1.10 Scope of the Study

The study was carried out in public secondary schools in Kesses Sub-County, Uasin Gishu County. The target respondents were Secondary school principals, who informed the study on school-based factors related to student's dropout, chiefs informed the study on the society-based factors that relate to school dropout, students, and parents of dropout students. The aspects included in this study included the factors that cause students to drop out of secondary school.

1.11 Theoretical Framework

The study was guided by Structural Functionalism Theory to understand the causes of school dropout and education stakeholder's conceptualization on the issue of dropping out of school.

1.11.1 Structural Functionalism Theory

The study was guided by the Structural Functionalism Theory developed by Lane (1994). Structural Functionalism is a sociological theory that explains why society functions the way it does by emphasizing on the relationships between the various social institutions that make up society such as family perception and school drop outs. There are several key assumptions in Structural Functionalist theory. Another assumption is that institutions are distinct and should be studied individually. Structural Functionalists look at institutions individually as though they are divorced from other institutions. This is a mistake, as institutions are interlinked in society and those employing a structural functionalist approach should be taken into consideration the network of relationships that exist between these institutions (Sjoberg, 1960).

According to Dempsey (2017) A functionalist's perspective on education is to have a consensus perspective. It examines society in terms of how it is maintained for the common good. A functionalist will put an emphasis on positive aspects of schools such as socialization: the learning of skills and attitudes in school. Education helps maintain society by socialising young people into values of achievement, competition, and equality of opportunity. Skills provision is also important: education teaches the skills for the economy. Role allocation is all part of this: education allocates people to the most appropriate jobs for their talents, using examinations and qualifications.

Further Gubanov and Gubanov (2018) views education as an entity creating social solidarity: community, cooperation. Education transmits culture: shared beliefs and values. Schools are a miniature society: cooperation, interaction, rules universalistic standards. Specialist skills: division of labour schools teach specialist knowledge and skills.

The theory guided this study by showing that school system exists to achieve objectives through the collective efforts of individuals in larger community and in the institutional settings. School dropout rates are one such phenomenon that can be explained as a product of dysfunctional elements within the education system. A dropout rate is an output of the school's educational activities and a function of the household factors that is; the family type, households' size, household income and parental level of education, which are associated with the school system. These elements do not operate in isolation but are interrelated making school dropout a process. The applicability of the theory in this study is seen in the fact that the school is a system which is often affected by other systems in the environment for example; household background of

students (input) determines completion rates (output). Using the theory, the study seeks to unearth the home-based factors, school-based factors and community-based factors that affect dropout of students in public secondary schools in Kesses Sub County.

This theory therefore offers adequate information in explaining the drop out phenomenon adequately. The retention and drop out of learners are pegged on how the three main players in the learner’s life perform their expected roles. Working collaboratively ensures the learners survival in school. While failing to do so, leads to chances of dropping out due to setting in of problems.

1.12 Conceptual Framework

Ravitch and Riggan, (2016) defined conceptual framework as a diagrammatic presentation of the theory which is presented as a model where research variables and the relationship between them are translated into visual picture to illustrate the interconnections between the dependent and the independent variables. In this study the conceptual framework shows the relationship between drop out among secondary students and school based factors, homebased factors and community based factors.

Independent Variable

Dependent Variable

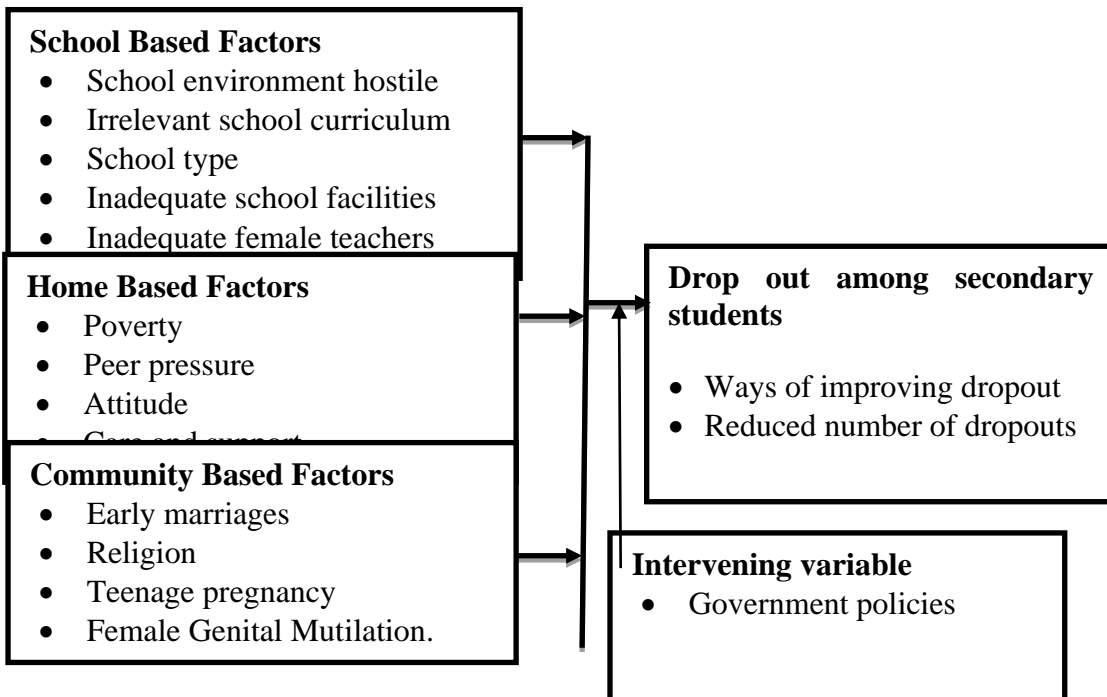


Figure 1.1 Conceptual Framework

Source (Author, 2021)

1.13 Operational Definition of Terms

Community Factors in this study refers to essentials within the society such as early marriages, religion, teenage pregnancy, and female genital mutilation which have caused student to drop out.

Conceptualization in this study refers to the process of forming a concept of causes of student's school dropout.

Drop out in this study refers to those students who enrol into form one and though expected to progress through school to form four after KCSE, however, discontinued for specific reasons.

Education Stakeholder's Conceptualization in this study refers to how members of society perceive or think about student's school dropout.

Family In this study refers to the caretakers of the students attending the school, in this case are the parents or guardians

Home Factors In this study refers to factors within the home such as poverty, peer pressure, attitude, care, and support which can influence students to drop out of school.

School Related Factors in this study refers to factors within the learning environment such as school environment, hostility, nature of school curriculum, school type, school facilities and number of teachers that can influence students to drop out of school.

Sociological Study is a systematic and empirical investigation aimed at understanding, analysing, and interpreting social phenomena in school setup and homes (where learners come from to school). This includes interaction patterns, socialization processes, cultural influences, organizational culture, social support systems and school/home climate.

Stakeholder in this study refer to parents, teachers and community who have an interest in education and can either affect or be affected by student's school dropout.

Parents are biological or adoptive adults who have primary responsibility for the care and upbringing of a child. This includes both fathers and mothers, as well as other adults who may play a parental role, such as stepparents, grandparents, and foster parents.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter evaluates and relates relevant literature previously done by other researchers and writers on education stakeholder's conceptualization on dropout cases among secondary school students. Literature review is useful to this study because it guides on developing and explaining concepts related to the research topic, help in identifying appropriate research methodology and scope of the study. The chapter is structured to have introduction then literature per objective and summary of reviewed literature.

2.1 School Based Factors that Stakeholders Conceptualized to be the Causes of Drop Out

According to Njuguna (2021), school-based factors are those within school control that can influence students' academic performance and school dropout. They include teaching resources, teacher adequacy, physical facilities, and head teachers' supervisory role. Students bear greater risk of leaving school if they perform poorly academically, they demonstrate more misbehaviour, become less engaged in school activities, students who come from low-income families or single-parent families, have a less- supportive relationship with parents, join schools with poor academic quality, obtain less support from teachers, or get negative influence from peer friends (Fan, & Wolters, 2014).

Students' decision to drop out is not just an achievement issue, but also a function of their motivation for school. Although motivational beliefs and attitudes appear to play a critical role in students' academic success investigations of how these factors relate to students' decision to leave high school are limited hence the current study focused on the cause of drop out among secondary school students.

Research has provided evidence that academic motivation is an important psychological factor that helps predict whether students drop out of school. Jenö, Danielsen, and Raaheim, (2018) tested a motivational mediation model based on self-determination theory and showed that students' self-determined motivation and perceived competence significantly explained a unique amount of variance in students' intentions to persist versus drop out of high school. Hiemstra, and Van Yperen, (2015) conducted a longitudinal study to examine the developmental course of perceived efficacy for self-regulated learning and its impact on student dropout. Their results revealed that high school self-regulatory efficacy partially mediated the relation of junior high grades on high school grades and the likelihood of remaining in school.

Similarly, Hutmacher, Eckelt, Bund, and Steffgen, (2019) demonstrated that students' perceptions of competence and autonomy impacted students' self-determined motivation, which in turn predicted students' intention and ultimate behaviour of leaving high school. Their results not only revealed that dropout students had lower levels of autonomy and perceived themselves as being less competent at school activities, but also showed that students with higher perceived school competence tended to have higher self-determined school motivation, and thus have a stronger intention to stay in school and complete their high school education.

According to Wilkins and Bost (2016), truancy might indicate that students are potentially disengaged from school and that a trajectory toward dropping out is likely. Truancy has been regarded as a resistance to the school culture which results in negative developmental outcomes such as deviant behaviours, crime, and delinquency. In this sense, literature has suggested that the reasons behind dropout are key to understand further engagement to delinquency: those who leave education early for personal reasons are probably more prone to display offending behaviour than those leaving for economic reasons.

School corporal punishment often involves striking the student either across the buttocks or on the hands, with an implement such as a rattan cane, wooden paddle, slipper, leather strap or wooden yardstick (Ali, 2015). Most participants reported that in certain schools, there are teachers who still cane students, and this has scared away many students from attending school. The school corporal punishment by teachers and head teachers made some students to abandon schooling and drop out eventually.

Forced class repetition is the process of having a student repeat a grade, because last year, the student experienced developmental delays which made the student fail the grade and/or grade-level class (Range, Dougan, & Pijanowski, 2011). Students who repeat a grade are referred as "repeaters". Repeaters can be referred to as having been "held back". Students do not necessarily repeat the grade in the same classroom, but it will be the same grade. In the present study, some participants reported that there were cases of forced repetition which made students to drop out of school. Forced class repetition made students to abandon school. This finding agrees that the poor quality of education and the schools themselves act as depressant on the demand for education by children (Kipngetich, 2017). Thus, if schools are to keep students in schools, then there is need to pay particular attention to the quality of education that the children get from such schools.

Peer pressure is direct influence on people by peers, or an individual who gets encouraged to follow their peers by changing their attitudes, values, or behaviours to conform to those of the influencing group or individual. This type of pressure differs from general social pressure because it causes an individual to change in response to a feeling of being pressured or influenced from a peer or peer group (Dumas, Ellis, & Wolfe, 2012). Social groups affected include both membership groups, in which individuals are formally members. In the present study, participants reported that peer group pressure made some students to drop out of school since they were influenced by others who had opted out. Peer pressure is real in this village as many students have opted out of school due to that. This happens when parents are weak, and the child gets away with such behaviours. Peer group pressure made the students to abandon school due to bad influence of the others also dropout levels are higher in Day compared to Boarding schools, mixed compared to Single Sex schools and Single Stream compared to more than one stream schools and this is due to peer pressure experienced by other students in schools.

A school profound climate affects student learning and achievement. A safe and caring school environment is one in which students feel positively connected to others, feel respected, feel that their work is meaningful, and feel that they are good at what they do (Darling-Hammond, & Cook-Harvey, 2018). School climate is a group phenomenon that reflects the school community's norms, goals and values, and school climate emerges based on ways in which students, parents, and school staff experience school life. In the present study, there were cases where there were drop outs due to harsh school climate. Harsh school climate caused dropout rate among students in primary schools. Factors such as high level of racial or ethnic discrimination of students, school phobia, school violence, conflicts (with teachers, school mates) among others also caused school dropout.

Some schools charge so much extra levies which have also made some students to lose hope in their education (Collins, & Halverson, 2018). Some schools charge remedial monies, teachers' money and others which have made many students to leave school because the parents cannot afford to pay for the levies. Extra school levies charged in schools made some students to drop out of schools.

Educational expectations and aspirations reflect a fundamental difference between what one wishes to achieve and what one realistically expects to achieve (Khattab, 2015). High academic

expectations made some students to drop out of school. When there are very high academic expectations, then this can make students to drop out of school. Under school related cluster, Chirtes, (2010) assessed Causes of School Dropout and he found out low socioeconomic status of school population, high level of racial or ethnic discrimination of students, school phobia, school violence, conflicts (with teachers, school mates) among others.

In Nigeria Ajaja, (2012) noted the weak primary education system, non-availability of trained teachers, and parent teacher relationship as the major causes of dropouts. In the USA, Rumberger, and Rotermund, (2012) identified five major reasons why students drop out of school as including; classes not interesting, missed school for many days and could not cope again, spent a lot of time with those not interested in school, have absolute freedom to do what they like and failing in school.

Although literature has reviewed on school-based factors influencing students academic performance, most of these studies have been done in other parts of the country and regions whose strategic approach and financial footing is different from that of Kesses Sub-County, Kenya: a sociological study. None of the studies therefore focused on how the stakeholders conceptualize the school-based factors that cause drop out specifically from sociological approach. It is evident therefore that a literature gap exists on the stakeholder's conceptualization of the school based factors as causes of drop out. This study therefore sought to fill that gap by focusing on how the stakeholders conceptualizes the school based factors that cause drop out among secondary school students.

2.2 Home-Based Factors that Stakeholders Conceptualized to be the Causes of Drop Out

Home based factors include; parental level of education, household duties and child labour, family background and stability, family level of income among others that can influence students school dropout. Among the family factors, socioeconomic status, family structure, and the importance parents place on academic success have been related to school dropout. From a family socialization theoretical point of view, school performance and home environment are closely related. For instance, stressful events such as parental divorce or family conflict might influence how a student behaves in and outside the classroom. Beyond the existence of stressful events, family structure may also influence school dropout (De Witte et al., 2013). Children from single-parent households are more likely to dropout from school and there is literature

suggesting that family structure might influence socialization process which in turn exacerbates its influence on school dropout (Stephen, & Udisi, 2016).

As 38% of school dropouts believed that they did not have enough rules, making too easy to skip class or engage in activities outside of school. This lack of rules seemed to relate both to lack of order and discipline at school as to substance use and juvenile antisocial behaviour (Fernández-Suárez et al., 2016). In this regard, living with parents has a protective effect against substance use, while low parental education level was associated with substance use, thus emphasizing the importance of family parental monitoring to reduce also the likelihood of substance use (Kiesner, Poulin, & Dishion, 2010).

In India on girls' drop outs in rural schools identified causes of dropping out of girls from school in rural areas as reluctance of parents and participation in domestic activities. Another major reason was problem of financial constraint. The parent's educational status was poor, and they did not give much importance to the education of girls as they did to their sons. They perceived that son support them in their old age (Kiernan, & Mensah, 2011). Dropouts as coming from low-income families whose parents had little or no education, and who were unemployed or had jobs that gave them little or irregular income. Other reasons for dropping out such as poor health due to malnutrition, distance between home and school, lack of interest, and teacher factor (Kearney, & Levine, 2014).

Education system-economically disadvantaged backgrounds some of the curriculum related factors that contribute towards high dropout rate are that the curriculum at primary level is not in harmony with the needs and abilities of children. Students feel bored and not satisfied with the prescribed curriculum which forces them to leave school. Furthermore, the prescribed curriculum at primary level does not fulfil the needs and expectations of the community (Hussain et.al., 2010). Therefore, students do not take interest in their education, and they leave the school. Lack of education programmes to meet the individual's vocational and intellectual needs of the students ultimately leads to dropout (Tanggaard, 2013).

Lack of parental monitoring emerged as a key predictive factor of school dropout, beyond the type of family structure absence of educational figures (Valkov, 2018). Thus, there would be family socialization differences in each group: parents of school dropouts seem to not clearly put limits and rules. The existence of family parental monitoring, however, seems to be more relevant than the absence of parents in child rearing. Thus, parental monitoring seemed to be

associated with a reduction of school dropout rates, whether both parents of these participants were present or not.

Students dropping out of secondary school before completion have become a challenge for teachers and educational planners. In many public secondary schools, students from low-income or ethnic minority families are highly dropping out something that has become problematic even as the nation's general educational level has increased (Balfanz, Bridgeland, Moore, & Fox, 2010). Family's social-economic background may act against students continuation in school. Households decisions to send the children to school or to discontinue their studies depend on the environmental, social, and economic compulsions they are faced.

Basing on Chugh (2011) the students living in the slums are devoid of basic infrastructural facilities like toilet and drinking water. Inadequate and poor quality of infrastructural and physical facilities negatively influences education of the students. According to McNeal (1999); and Pong and Ju (2000) cited in Chugh (2011), due to non-availability of water in the individual household, the students are at many times given the responsibility of collecting water from the river, the tanker, or any other source available and hence consuming time for schooling. In addition, poor housing facilities do not provide the space for students to study in peace. For instance, if the electricity connection is not available, it is not possible for students to study at home in the evening or late at night. Globally, these factors pointed out could be some of the predictors to students' drop out in public secondary schools.

The direct and indirect costs of schooling can exclude some children from school. One of the most important direct costs underlying the process of drop out is school fees where these are levied (Chugh, 2011). Lack of money to buy essential school materials for children's schooling is likely to cause lack of enrolment in the first place and potentially high dropout at a larger stage. The social-economic status, most measured by parental education and income, is a powerful prediction of school achievement and dropout behaviour of students (Fan, & Wolters, 2014). High parental income allows them to provide more resources to support their children's education, including access to better quality schools, private tuitions, and more support for learning within home. During the financial crisis, schooling of the students becomes the first casualty in poor households.

In Kenya, the dropout rates among the children of economically vulnerable families have gone up due to lack of resources to pay for the costs of education for their children that are not

covered by the fee free educational policy (Levin, 2017). In families whose wage earnings of parents are low, children may be called to supplement household income either by working or by taking on other household responsibilities to free up other household members for work. This is likely to increase the risk that children drop out from education since completion rates are low in poor households. Family income is linked to the affordability of education and as a result has a direct impact on whether children attend education (Wells, & Bergnehr, 2014). If children attend education, changes in the financial situation of parents, as reflected by the volatility of family income, may push some children out of education.

The education level of parents also influences the continuation of students in school. Parental education is one of the most consistent determinants of students' education. Basing on empirical evidence from nations of the world, Kenya included, higher parental education is associated with increased access to education, higher attendance rates and lower dropout rates (Chugh, 2011). Parents, who have attained a certain educational level, might want their children to achieve at least the same level. Parents with low levels of education are more likely to have children who do not attend school. If they do, they tend to drop out in greater numbers and engage in more income generating activities than children of parents with high levels of education (Bridgeland, Balfanz, Moore, & Friant, 2010).

Family size is another factor that influences students schooling cycles greatly in comparison to students with fewer siblings, students with more siblings tend to enrol later, repeat classes more often and drop out of school earlier (Yi,et.al., 2012). In addition, with larger family size, the financial burden potential workload is greater, students are less likely to attend school and often drop out. If the family size is greater and parents do not have sufficient family monthly income to sustain children in school, then there is a likelihood of children dropping out of school.

However other findings from previous studies have found that there is low or no positive relationship between learning facilities at home and the students school dropout. There are also other factors that influence students school dropout like education stakeholder's conceptualization. Therefore, this study filled the gap by focusing on how the stakeholders conceptualizes home-based factors that cause drop out among secondary school students.

2.3 Community-Based Factors that Stakeholders Conceptualized to be the Causes of Drop Out

Community-Based Factors are broken into four categories: human elements, social factors, environment and geography, and resources. Communities are based upon the people that make up their memberships; without them, communities wouldn't exist. It's no wonder then that factor related to the people can be so influential on student's school dropout. The diversity in human populations largely contributes to this, and many of these factors are rooted in the human nature of community members.

Peer pressure is a major factor that influences student drop out in schools. Failure of students to find positive social relationships in schools leads to drop out. There is positive relationship between teachers and students and among students and a climate of shared purpose and concern has been cited as key elements in schools that hold students until graduation. With current social technological changes and educational demands, counselling is a major concern for in-school youths to enable them plan and prepare for post-secondary schooling (Bask, & Salmela-Aro, 2013). The socio-economic status of a student's neighbourhoods is more associated with the probability of dropping out than adolescents delinquent behaviour, student attachment to school and parents, and parental control over adolescent behaviour (Kutsyuruba, Klinger, & Hussain, 2015). Moreover, students in socio-economically distressed neighbourhoods feel that school completion offers little either to improve the quality of life in their neighbourhood or to provide mobility into a better one.

The gender equality debate has mostly concentrated on the empowerment of the girl child who is perceived to be marginalized educationally, socially, and economically (Muneer, 2021). As concerns education, explanations of perceived marginalization of girls include gender violence in schools, teachers negative attitude towards girls, child labour, pregnancy, early and forced marriage and parental attitudes and perceptions towards education of girls (Chisamya, DeJaeghere, Kendall, & Khan, 2012). Much of these studies have focused on boosting the enrolment of girls in schools, improving their retention and completion rates, and bettering their performance in national examinations.

Gender enrolment ratios at the primary level are not altogether dissimilar and, in some cases, especially in urban areas, females appear to have a slight edge over males in primary Gross Enrolment Ratio (Kugula, Amukune, & Lusweti, 2012). While the primary participation rates

point to gender parity in that level, there's a huge gap between the participation of males and that of females in urban secondary schools. The male GER at this level is close to 50% higher than that of females. Belying the national figures are regional disparities in enrolment of school students by gender. In 1999 overall enrolment rate nationally was 86.9%. Regional differences manifested with GER in North Eastern reported to be just about 20.5 percent with the ratio for girls being only 14.6 percent as compared to 25.8 percent for boys (Thirari, 2012). In terms of school dropout, the rate for boys and girls was almost equal (5 and 4.8 percent respectively). There are however wide variations between regions on the incidence of dropout. While Nairobi records the lowest rate (at 1.5%) followed by central (at 2.9%), Eastern and North Eastern register much higher percentages at 6.1% and 6.0% respectively. North Eastern is the only region that registered higher rates for girls than boys.

According to Njeru and Mwangi (2013) more boys than girls dropout of school in Kiengu Division, Igembe South district. As per enrolment, classes had a mean of 19.63 boys and 20.48 girls. An average dropout rate of 7.35 percent per year was reported in the Division. This is due to miraa trade which boys engage in hence enrolment of girls is higher than that of boys. The dropout rate was higher for boys for all the other years. The reasons why pupil's dropout of school differ with gender, while girls dropped out of school mostly due to early marriages and pregnancies, boys dropped out due to forced repetition, peer influence and indiscipline. Debate on gender equality has eventually created a conducive environment for the development of girls in the society. The efforts have yielded plausible results and improved the situation for the girl child. However, the effect of this has been the compromising of the plight of the boy child, further arguing that the boy child is now the most marginalized group. Female students are more likely to be promoted to the next class out of sympathy rather than merit while male students are retained or even expelled as punishment for being inattentive, insufficiently motivated, or otherwise uncooperative. Boys are more likely to be forced to repeat classes than girls with head teachers claiming that since girls age faster than boys it is riskier for girls to repeat (Love, 2019).

Sociocultural beliefs, customs and practices influence students' decision to enrol and withdraw from school. It also influences their decision to drop out and their academic achievement as well. Cultural factors are centred on aspects, which reflect the traditional division of labour and unequal training opportunities, which prescribe conformity to what is considered masculine or feminine work, occupation, and attitudes (Bell-Hawkins, 2020). The gender role ideology also derives from the different perception of gender status by society members with female being

perceived as passive, submissive to male authority and being physically and intellectually inferior to men.

Besides cultural beliefs, there are cultural practices which curtail students aspiration for further education. Female Genital Mutilation (FGM), circumcision, early marriages, gender stereotypes, cultural beliefs, communities' negative attitude towards educated girls and parental preference for education of boys are factors that lead to dropout of girls (Kilel, 2013). The cultural level of conservation of girls which is based on pe alienated from the cultural way of life after schooling and will therefore be exposed to risks such as early pregnancies and loss of virginity. Sexual harassment inside and outside the school strengthen parental fear that girls who attend school will be accorded low status in essentially sexist cultures. Safety and cultural concern may leave parents obliged not to send girls to school even when the opportunity costs are low, unless schools are located close to homes, well supervised and served by female teachers (Brown, Biefeld, & Elpers, 2020).

Teenage pregnancy is a leading cause of school dropout among girl's adolescent mothers constitute more than half of all adolescents. Of all the girls dropping out of school in Western province, 70% of cases were due to pregnancy or HIV/AIDS (Moyo, 2014). US Census Bureau reports that nearly 40% of American girls dropping out of school had a child or were expecting one. Most of these drop out of school due to stigmatization. Pregnant schoolgirls are expelled from schools. It should however be noted that some of these pregnancies arise from girls' sexual encounters with their own teachers (Iyer, & Aggleton, 2013).

Child labour is one of the greatest hindrances to children's participation in education. The world over, agriculture is the sector where the largest share of working children is to be found. Over 132 million girls and boys aged between 5- and 14-years work in crop and livestock production (Guarcello, Lyon, & Valdivia, 2015).

Working children often lack access to schools or skill training, effectively preventing them from gaining education that could help them get out of poverty in future (Guo, Huang & Zhang, 2019). In Kenya, child labour is a significant factor that interferes with schooling mainly in areas such as Nyanza, Eastern, Coast and some parts of central provinces. In Nyanza, primary school dropouts work in sugarcane plantations and fishing industries. In parts of central and Eastern provinces, tea picking, coffee picking, miraa picking and packing and sand harvesting are economic activities that attract school dropouts (Thirari, 2012).

Early marriage custom often terminates young people's education, especially in rural communities. Having a child tends to be a characteristic of certain communities rather than a series of isolated incidents (Kamal, 2012). Not only do girls who give birth typically come from dysfunctional, poor families, but many of their peers are doing the same thing. Lack of individual security in the area some community's teachers are afraid to interact with parents because of the high crime rate and this lack of cooperation between teachers and parents can increase dropout risks (Gregory, Cornell, & Fan, 2012).

Student's community can also contribute to the desire to remain in school or drop out. Employment opportunities for unskilled workers might encourage dropouts, while communities that clearly value education and encourage school-community partnerships are more likely to establish programs and foster attitudes that maintain student engagement in schooling (Mahoney, et.al., 2020). Supports available to ethnic minority and low-income students are critical to ensure school completion.

Cultural practices such as circumcision rites, early marriages and muralism contribute largely to school dropout in Kenya (Anastasia, & Teklemariam, 2011). However, there are more participants from low social economic status families than from high social economic status families. For example, among the Bukusu community, learners tend to drop out of school at a higher rate during the circumcision period than during any other season. Among the Maasai and Samburu communities, seclusion during muralism take a long time and usually result to school dropout. Female Genital Mutilation (FGM) has been found to be a contributing factor to school dropout among females as many girls get married after the ceremony.

Socialization in some communities has put emphasis on various aspects other than schoolwork. For example, livestock among the Maasai, miraa among the people of Igembe and athletics among the Kalenjin (Kofman, 2012). In some communities, marriage, and procreation with the aspect of extending the community lineage is more valued more than education. This contributes to many youths dropping out of school.

Insecurity has greatly contributed to school dropout especially in crime prone areas. It affects children's education as some students are scared to go to school and eventually opt to drop out of school (Lokaale, Mwirichia, & Ikiara, 2019). Areas prone to tribal or ethnic activities as well as terrorism often witness regular displacement of families from certain areas. This results to children dropping out of school. For example, teachers in Mandera, Wajir and Garissa are

displaced by insecurity because of terrorism in these areas. In Elgeyo Marakwet and Pokot areas, cattle rustling have resulted to students and teachers avoiding school and in the long run students drop out of school.

Nomadic way of life has greatly contributed to school dropout in Northern Kenya. The value for cattle results to families shifting from place to place in search of pasture and water (Wepukhulu, 2011). Some of these areas have neither schools nor teachers. This has resulted to children dropping out of the school system. Parents' view on education and the extent to which they sacrifice to ensure their children get quality education play a major role in motivating the children to stay in school (Van Zanten, 2013). The higher the social economic status of the family, the more it motivates the children to learn and the less it encounters school dropout.

From previous studies it was noted that single risk factor can accurately predict who is at risk for school failure, but risks increase when several factors are considered together. Dropouts are not a homogeneous population, and many times a lengthy process of disengagement, which begins before kindergarten, leads to the process of dropping out. It is not a single event that leads to dropping out but a process of risk factors that build and compound over time. Although previous showing students' dropouts there was need to look at it from sociological perspective. Therefore, the current study focused on how the stakeholders conceptualizes community-based factors that cause drop out among secondary school students.

2.4 Summary

In summary, the study found that most of the students outside African continent dropout of secondary school due to the cultural system that does not strictly emphasize secondary schooling, poor families cannot afford to support secondary schooling, absence of learning materials is attributed by poor society, poor performance of learners also has been attributed to rise in dropout cases. From the reviewed literature it was found out that students bear greater risk of leaving school if they perform poorly academically, they demonstrate more Misbehaviours', become less engaged in school activities (Fan, & Wolters, 2014). Students who come from low-income families or single-parent families, have a less- supportive relationship with parents, join schools with poor academic quality, obtain less support from teachers, or get negative influence from peer friends. Although motivational beliefs and attitudes appear to play a critical role in students' academic success investigations of how these factors

relate to students' decision to leave high school are limited hence the current study focused on the cause drop out among secondary school students.

A sociological review of the literature found that although there are school-based factors that affect students' academic performance, most of these studies were conducted in other parts of the nation and in regions with different financial and strategic standings from Kesses Sub-County, Kenya. Therefore, no studies specifically examined how the stakeholders conceptualize the school-based factors that contribute to dropout from a sociological perspective. Therefore, there is a gap in the literature regarding how stakeholders conceptualize school-based factors as dropout causes. By focusing on how the stakeholders conceptualize the school-based factors that lead to dropout among secondary school students, this study aimed to close that gap.

However, other results from earlier studies have shown that there is little or no correlation between the students' home learning environment and school dropout. Other elements, such as the conceptualization of education stakeholders, also have an impact on student school dropout. This study filled the gap by concentrating on how stakeholders conceptualize factors at home that lead to secondary school student dropout.

A single risk factor can accurately identify students who are at-risk for failing their courses, but the risks rise when multiple risk factors are considered. The population of dropouts is not uniform, and frequently, a protracted period of disengagement that starts before kindergarten precedes the process of dropping out. Dropping out is not caused by a single incident, but rather a series of risk factors that accumulate and compound over time. Despite earlier data showing student dropouts, a sociological perspective was required. The current study therefore concentrated on how the stakeholders conceptualize the community-based factors that lead to secondary school student dropout.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with procedures and methods the researcher used to obtain data. Methodology is the study and analysis of how research is done and should proceed. It is the plan of action that shapes the choice and application of particular methods and links them to desired outcomes. The chapter entails; the research paradigm/approach the research design, the description of the study area, the target population, the selection of research sample, and sampling procedures, the research instruments, the data collection procedures, the validity and reliability of research instrument the pilot study and methods of data analysis and ethical consideration.

3.2 Research Design

Research design is the general plan of how to go about answering the research question. It explains every interpretation's logic (Hunziker & Blankenagel, 2021). Due to the nature of research, the prime focus has been on gathering the primary data relevant to the analysis being carried out. Choosing an appropriate research design depends on; the nature of the research questions and hypotheses, the variables, the sample of participants, the research settings, the data collection methods, and the data analysis methods. The study used a mixed approach design that included both exploratory and explanatory research designs. Exploratory research design allowed the collection of qualitative data using interview schedule and focus group discussions.

Explanatory research design allowed the collection of quantitative data. It enabled the collection of quantifiable information used for statistical analysis of the population sample. The design also allowed the researcher to describe the research problem adequately. Explanatory research design allowed the use of questionnaires on getting information. Quantitative data included close-ended questions. An instrument (questionnaire) is used to collect data, and the data is analysed to answer research questions. Data from the field was collected in the form of both qualitative and quantitative information. However, quantitative data were majorly derived since the researcher's interest is on narratives from the respondents to better understand the study problem. This allowed the use of an interview schedule to collect data. The design allowed the researcher to understand how family members perceive school dropouts. The design allows for a truly unique approach to an understanding of student's school dropout.

3.3 Study Area

The study was conducted in Kesses Sub-County, Uasin Gishu County, which consisted of four wards: Racecourse, Cheptiret/Kipchamo, Tulwet/Chuiyat and Tarakwa. The study area has a total of 135,979 population which covers an area of 581.6 Km². Sub-county is located on a highland plateau with altitudes falling gently from 2,700 metres above sea level to about 1,500 metres above sea level. It is in an area with fertile soil and receives adequate rainfall throughout the year. Therefore, its main economic activities are crop farming and livestock rearing, both for subsistence and commercial purposes. This provided helpful information in determining the relationship between this occupation and the causes of dropout from schools. Kesses Sub-County was chosen as the study area because the sub-county had a high dropout rate of student's 40 per cent as compared to the neighbouring sub-counties like Moiben, Kapseret, Ainabkoi, Turbo and Soy, which had 27, 19, 29, 25 and 22 per cent respectively despite the similar government's strategies availed to all the public secondary schools and the coverage of the same syllabus throughout the country (County Education Statistics, 2021)

3.4 Target Population

Target population is a group of people or study subjects which research is to be conducted (Stratton, 2021). The target population must share a common characteristic. In this study, the target population were 990 respondents which consisted of 42 high school principals, 350 teachers and 504 students who informed the study on school-based factors related to student's dropout. Also, 6 chiefs informed the study on the society-based factors that relate to school dropout. Lastly, 88 parents of dropout's students whose population was determined by their availability in the identified locations. Summary of statistics of target population are presented in Table 3.1.

Table 3.1 Target Population

Category	Population
Area Chiefs	6
Secondary School Principals	42
Parents of Dropouts Students	88
Teachers	350
Students	504
Total	990

Source: Ministry of Education Kesses Sub-County Statistics Office (2020)

3.5 Sample Size and Sampling Procedure

Dropping out is a phenomenon that requires representativeness because it might not be present within the study area. Their parents, chiefs, students, and secondary school principals were accessible to the study; thus, they drew data from them. The researcher used stratified sampling to get the different strata (area chiefs, secondary school principals, parents of dropout students, teachers, and students). Purposive sampling was used to select area chiefs secondary school principals. Purposive sampling is also appropriate because it involves selecting samples using set criteria and, in this case, it specializes in principals and chiefs. The study used snowball sampling to identify the parents of the dropout students. The simple random sampling was used to select teachers and students. To this study Krejcie and Morgan (1970) formula was used as shown in Equation 3.1

$$n = \chi^2 NP (1-P) / d^2 (N-1) + \chi^2 P (1-P) \dots\dots\dots \text{Equation (3.1)}$$

Where:

n = required sample size.

χ^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the max. sample size).

d = the degree of accuracy expressed as a proportion (.05).

Using Krejcie and Morgan (1970) formula the sample size of the study was therefore 307 respondents. Krejcie and Morgan table is shown in appendix IV.

Table 3.2 Sample Size

Category	Sample size
Area Chiefs	2
Secondary School Principals	13
Parents of Dropouts Students	27
Teachers	109
Students	156
Total	307

3.6 Data Collection Instruments

This study used both quantitative and qualitative data collection techniques. This research employed the use of questionnaires, interview schedules and focus group discussion to gather information relevant to this study.

3.6.1 Questionnaires

A questionnaire is a data collection instrument consisting of questions and other prompts to gather information from respondents (Dalati & Marx Gómez, 2018). A questionnaire is the most convenient instrument, especially where many subjects are involved. Information can be gathered within a limited time and is obtained quickly. The researcher developed questionnaire items for the teachers.

The study used a questionnaire as the primary data collection instrument. The questionnaire contained close-ended questions. Close-ended questionnaires are questions accompanied by a list of possible alternatives given by the researcher by putting a tick appropriately.

A 5-point Likert scale was used during the construction of the questionnaires. The questionnaire had two sections. Section A solicited demographic data on gender, age bracket, education, and number of years of service in the organization. The information intended to collect data describing the sample characteristics to include them in the analysis because they influence respondents' perception.

Section B sought the information on stakeholders and how they frame the school dropouts of students in public secondary schools. Responses were rated on a 5- point Likert scale for which 5-Strongly disagreed, 4-Agree, 3-Neutral, 2-Disagreed and 1-Strongly strongly. In this section, respondents were given three areas: school-based factors that cause dropout among secondary school students, home-based factors that cause dropout among secondary school students and community-based factors that cause dropout among secondary school students (Appendix I).

The importance of structured questionnaires is that they limit the respondents to giving relevant information on the research. The respondent gets enough time to give out suitable answers. It is also effective when analysing collected data using Statistical Package for Social Science (SPSS) to code data. Questionnaires are essential in that they are a quick method of collecting data, cheaper than interviews, plenty of data collected, and mailed questionnaires are returned

effectively, it offers confidentiality. Information can be collected from a large sample and diverse regions.

3.6.2 Interview Schedules

According to Fritz and Vandermause (2018), interviews collect data by asking questions. Face to face interviews was administered to collect data from secondary school principals, parents, and chiefs. The interview schedule method helps check the occurrence of data obtained by other methods. A total of 13 secondary school principals from the schools under study to provide information on school-based factors that contribute to student's dropout, two chiefs were interviewed on community-based factors, and the researcher interviewed 27 parents of dropout's students to provide information on stakeholders and how they frame the school dropouts of students in public secondary schools at Kesses Sub-County, Kenya.

3.6.3 Focused Group Discussion

The study used focused group discussions to collect qualitative data from students. Focused groups were used because they could reveal insights and nuances that other research methods, such as surveys, can't. They can help discover hidden feelings and motives. The students had the opportunity to volunteer information and express detailed feelings, opinions, and attitudes about the subject matter (Green & Thorogood, 2018).

Each focus group included 8-12 students and lasted about an hour and a half. A trained lead moderator (principal researcher) and seven co-moderators lead each of the seven focus groups. The moderator was responsible for facilitating discussion, while the co-moderators took notes during the focus groups.

3.7 Pilot Study

According to Pandey and Pandey (2021), a pilot study refers to either a trial run of the significant research study or a pretest of a particular research instrument or procedure. Ideally, such studies should be conducted using participants closely resembling the targeted study population. Pilot studies are precious when little is known about the research topic or when executing unprecedented research instruments. The principal objective of a pilot study is to discover problems before the main study so that the researcher can take corrective action to improve the research process and thus the likelihood of success of the main study. This is meant to test the validity and reliability of the research instruments. A pilot study was initiated before scaling for complete research with sampled target groups from Soy Sub County. Results

obtained from piloting helped the researcher detect the weakness of the research instruments and use the same information to improve it before the primary data collection.

3.7.1 Validity of the Research Instruments

FitzPatrick (2019) defined validity as the accuracy, correctness, meaningfulness of inferences, and soundness of conclusions based on the research findings. The researcher sought expert opinion on the content and construct validity. Comments solicited from them were used to improve the research instrument before data collection commenced. In the case of this study, the instruments were availed to a panel of Moi University together with the thesis supervisors to review the instruments. The comments from the panel and thesis supervisors were incorporated in the final instrument revisions to improve its validity.

The trustworthiness of qualitative data was achieved by ensuring that collected data are credible, transferable, confirmable, and dependable. Credibility ensured confidently qualitative data are the truth of the research study's findings. The thick description was applied to show that the research study's findings can be applied to other contexts, circumstances, and situations. To establish confirmability, the researcher provided an audit trail, highlighting every step of data analysis and rationale for the decisions made. This ensured that the research study's findings accurately portray participants' responses. This study utilized triangulation.

3.7.2 Reliability of the Research Instruments

According to Sürücü and Maslakci (2020) reliability of the research instruments refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions. Reliability as the consistency with which a research instrument measures what it purports to measure. Research tools were administered at secondary schools of soy Sub County. Reliability of research instruments was tested using Cronbach's Alpha. A Cronbach's Alpha value above 0.7 was considered acceptable in this study. The results of the reliability tests were as shown in the Table 3.3. The pilot study results indicated that the Cronbach's Alpha value of test for reliability for school based factors was 0.946. The reliability of the Home-based factors was 0.962; the reliability of the community-based factors was 0.972; and the reliability of the drop out among secondary school students was 0.929. The study results revealed that all the variables gave an alpha test value of greater than 0.70, therefore all the research items were regarded reliable. According to Pallant (2011) when using the Cronbach Alpha coefficient value to test reliability, a value above 0.7 is considered acceptable.

Table 3.3 Reliability Statistics

Reliability Statistics	Cronbach's Alpha	N of Items
School-based factors	.946	5
Home-based factors	.962	5
Community-based factors	.972	5
Drop out among secondary school students	.929	4

3.8 Data Collection Procedure

The researcher obtained a letter of introduction from Moi University School of Education. Once the research thesis has been approved, a research permit from the National Council of Science and Technology Innovations (NACOSTI) was obtained. Then the researcher proceeded to the County Director of Education, Area Chiefs and Secondary School Principals to seek consent to conduct the research. Once the permission is granted, the researcher visited each of the targeted sampled secondary schools, zones, and locations of Kesses Sub County for familiarization purposes. When their participation is confirmed, a date is set, and an appointment booked with school authorities, chiefs, and parents of the identified dropout students. The participants were given time to respond to all the items in the research tool. After all the research instruments had been filled well, they were collected and presented for analysis.

3.9 Data Processing and Analysis

Data processing and analysis refer to the process of inspecting, cleansing, transforming, and modelling data to discover useful information, suggestions, conclusions, and supporting decision-making (Zohuri & Moghaddam, 2017). Both quantitative and qualitative data were collected and analyzed. The quantitative data from questionnaires were analyzed using both descriptive and inferential statistics with the aid of statistics package for social science (SPSS version 24). Descriptive statistics involves the use of frequency and percentages. Inferentially data were analyzed using correlation analysis. Qualitative data analysis was done using the thematic method. In-depth interviews and focus group discussions generated sizeable amounts of qualitative data. The thematic analysis strategy was used to identify themes from this data. Qualitative analysis entailed the following steps: all interview transcripts were read to comprehend their overall meanings. Relevant statements to study objectives were then captured. Meanings of the extracted statements were articulated. Data was structured into bands of themes

and authenticated. These findings were unified into an exhaustive description of the topic. The researcher then summarized the exhaustive description down to short, highly descriptive statements that capture just those characteristics deemed to be essential in understanding the study variables.

3.10 Ethical Considerations

Artal and Rubinfeld (2017) argued that the goal of ethical consideration in research is to ensure that no one is harmed or suffers adverse consequences from the research activities. Therefore, the information that the researcher received during this study was treated confidential. The researcher also instructed the respondents not to write their names anywhere in the questionnaire to ensure the confidentiality of the findings and avoid any biasness in responses. The participants were allowed to withdraw from the study at any time without any consequences. The researcher minimized plagiarism by ensuring that each author whose work was referred is appreciated by referencing them. As part of the ethical requirements of the research report in this thesis, participants were provided relevant information regarding the study consent that was conducted before the moderator proceeded with focus group discussions.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

The purpose of this study was to investigate education stakeholders and how they conceptualize the school dropouts of students in public secondary schools. The specific objectives under the study were to investigate how the education stakeholders conceptualizes the school based factors that cause drop out among secondary school students, to determine how the education stakeholders conceptualizes home-based factors that cause drop out among secondary school students and to establish how the education stakeholders conceptualizes community-based factors that cause drop out among secondary school students. The following subsections are discussed under the study, response rate of research instruments, background information of the respondents, descriptive statistics, and discussion.

4.1 Response Rate

Out of the 265(100%) research instruments distributed for data collection, 241 were filled and returned for data analysis. Therefore, the study response rate was 90.9%.

Table 4.1 Response Rate

Category	Frequency	Percentage
Administered	265	100.0
Returned	241	90.9

4.2 Bio Data of Teachers

The study sought to find out the background information of the respondents. Gender, age level of education as well as the duration of teaching are discussed.

4.2.1 Gender of Respondents

Table 4.2 Gender of Respondents

Category	Gender	Frequency	Percent
Teachers	Male	66	63.9
	Female	38	36.1
	Total	104	100

The study findings on the gender respondents showed that 66(63.9%) were male teachers, and 38(36.1%) were female teachers. This implies there was gender inclusivity in the study.

4.2.2 Age Bracket

Table 4.3 Age bracket

Category	Age	Frequency	Percent
Teachers	Between 21-30 years	23	22.2
	Between 31-40 years	46	44.4
	Over 40 years	35	33.3
	Total	104	100

Table 4.3 shows the study findings on the age of the respondents. Majority of the teachers 46(44.4%) were aged between 31 years to 40 years, 35(33.3%) of the teachers were aged over 40 years, and 23(22.6 %) of the teachers were aged between 21 to 30 years. This means that most of the teachers were mature and middle age.

4.2.3 Level of Education

Table 4.4 Level of Education

Category	Level of Education	Frequency	Percent
	Bachelor's Degree	87	83.3
	Post Graduate Degree	17	16.7
	Total	104	100

The study findings in Table 4.4 showed that majority of teachers had bachelors ' with 87(83.3%) Postgraduate teachers were 17(16.7%)

4.2.4 Duration of Teaching in the School

Table 4.5 Duration of Teaching in the School

Duration of Teaching	Frequency	Percent
Below 5 Years	49	47.2
Between 5-10 Years	29	27.8
Between 10-15 Years	26	25
Total	104	100

The study findings in Table 4.5 revealed that majority 49(47.2%) of the teachers had served in teaching for less than 5 years, 29(27.8%) of the teachers had served for 5 to 10 years and 26(25.0%) of the teachers had served for 10 to 15 years. This implies that teachers had experience in teaching, therefore, could inform the study on factors that contribute to drop out cases in schools.

4.3 Background Information for Parents

The study sought to find out the background information of the respondents. Gender, age level of education and duration of parenting in school are discussed.

4.3.1 Gender of Respondents

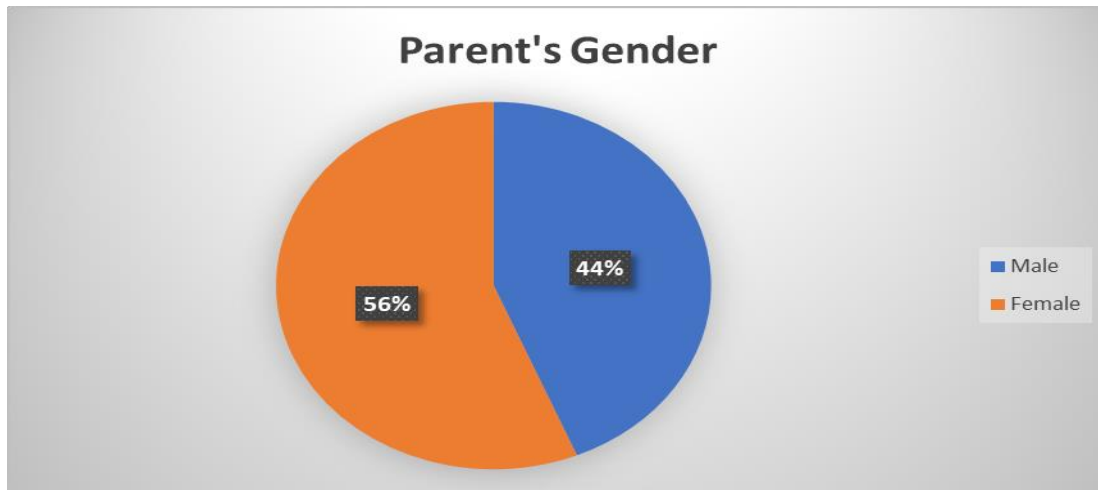


Figure 4.1 Gender of Parents

The study findings on the gender showed that 44% of the parents' respondents were male, and 56% were female. The study, therefore, was not biased to gender. Majority of the parent respondents were female this means that men had gone to work, and most parents were single mothers. Also, on the parents' side, mothers were more accessible compared to fathers.

4.3.2 Age Bracket

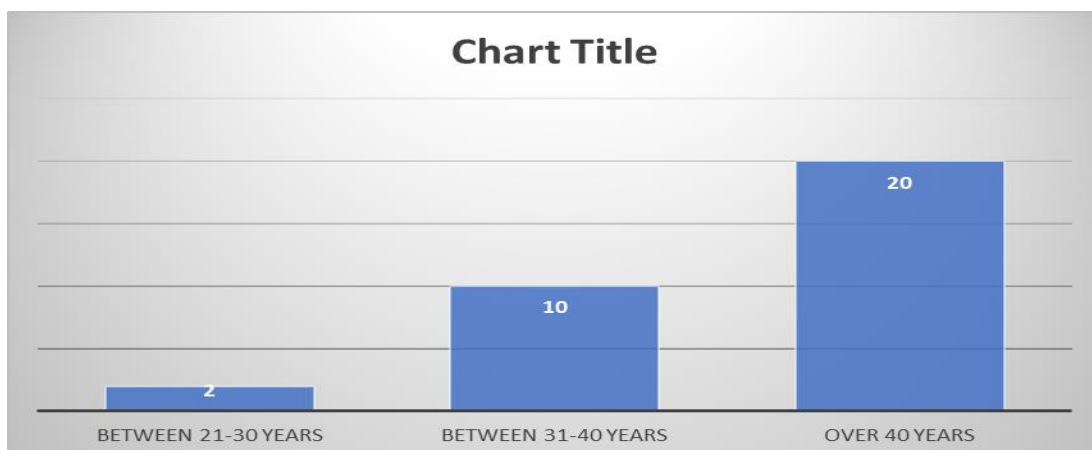


Figure 4.2 Age bracket of Parents

Figure 4.2 shows the study findings on the age of the respondents. Most of the parents 20(61.5%), were aged over 40 years, 10(30.8%) were between 31 to 40 years, and the remaining 2(7.7%) were aged between 21 to 30 years. This means that many of the parents were mature and middle age. They provided relevant answers to the study instruments.

4.3.3 Level of Education

Table 4.6 Level of Education (Parents)

Category	Level of Education	Frequency	Percent
Parents	Certificate	4	19.2
	Diploma	8	35.6
	Higher Diploma	3	13.5
	Bachelor's Degree	6	27.9
	Post Graduate Degree	1	3.8
	Total	23	100

The study findings in Table 4.6 showed that majority 6(35.6%) of the parents were diploma holders, 6(27.9%) had bachelors, 3(13.5%) had higher diploma, 4(19.2%) were certificate holders and 3.8% were postgraduates. This implied that respondents were knowledgeable enough to answer the questionnaires correctly with the assistance of researcher.

4.3.4 Duration of Parenting or Teaching in The School

Table 4.7 Duration of Parenting (Parents)

Duration of Parenting	Frequency	Percent
Below 5 Years	1	2.9
Between 5-10 Years	3	13.5
Between 11-15 Years	7	28.8
Above 16 Years	13	54.8
Total	23	100

The study respondents on parenting period showed that majority that is 13(54.8%) of the parents had parenting period of over 16 years, 7(28.8%) ad parented for 11 to 15 years, 3(13.5%) had parented for 5 to 10 years and the remaining 2(2.9%) had parented for less than 5 years. This implies that parents had experience in taking care of their children since most of their parenting period was over 16 years.

4.4 School Based Factors That Cause Drop Out Among Secondary School Students

Table 4.8 Teachers Respondents On School – Based Factors That Cause Drop Out

Statements		SD	D	N	A	SA	Total
The school environment is harsh and cruel for some students to learn	F	3	3	3	33	62	104
	%	2.9	3.2	2.8	31.9	59.2	100
Complex relevant curriculum can discourage students and hence make them drop out of school	F	5	6	3	27	64	104
	%	4.5	5.7	2.8	25.8	61.2	100
The school lacks adequate teaching facilities and thus poor syllabus coverage may discourage some students schooling.	F	0	3	0	40	61	104
	%	0	2.8	0	38.9	58.3	100
Very high teacher expectation can make low students drop out of school.	F	0	3	0	35	66	104
	%	0	2.8	0	33.3	63.9	100
Sometimes teachers' uncaring behaviours make students to drop out of school	F	3	0	9	29	64	104
	%	2.8	0	8.3	27.8	61.1	100

Table 4.8 show teachers' responses on school-based factors that cause dropout among secondary school students showed that 62(59.2%) of the respondents strongly agree that the education stakeholders conceptualise school environment as harsh and cruel for some students to learn, and 33(31.9%) of the respondents agreed that education stakeholders conceptualise school environment as harsh and cruel for some students to learn. This implies that the education stakeholders conceptualise the school environment as unsuitable for students who cannot focus on their goals. Some schools lack good structures to support proper learning conditions. Education stakeholders conceptualise that student tends to drop out of school because they don't see the difference with the normal structures at other recreational centres. The school environment needs to be quiet and serene for learning to be adored.

The study findings concurred with Khudadad and Mickelson (2021), who mentioned that insufficient and low quality of infrastructural and physical offices contrarily impacts the education of the students. Due to the lack of water in each family unit, it is usual practice to assign students the task of collecting water from a waterway, a tanker, or any other appropriate

source, taking away from their time in class. In addition, poor school offices don't give the space to students to think about in harmony.

Also, the study found that 64(61.2%) of the respondents strongly agreed that the education stakeholders conceptualise complex relevant curricula to discourage students and hence make them drop out of school, and 27(25.8%) of the respondents agreed that complex relevant curriculum could discourage students and hence make them drop out of school. The current school curriculum is good, but some students who do not interest in education look at it as the hardest. Education stakeholders conceptualise a complex curriculum in the education system, and some students cannot master the needs expected of them. Some students see the education system as a nightmare in their lives. They resort to dropping out of school and pursuing a different farming lifestyle or doing business without education.

Again, the study found that 61(58.3%) of the respondents strongly agreed that the school lacks adequate teaching facilities. Thus, poor syllabus coverage may discourage some students schooling, and 40(38.9%) of the respondents agreed that the school lacks adequate teaching facilities. Thus, poor syllabus coverage may discourage some students schooling. The study deduced that education stakeholders conceptualise lack of adequate teachers to cover the syllabus as expected by the school curriculum can lead to students dropping out of school. When education stakeholders conceptualise that the school is not committed to delivering the expected academic output, they tend to render it useless to continue in the system with multiples of deficits. The education system is slow to implement its curriculum, which has made some families and students lack trust in education. The challenges in the ministry of education have also made students suffer indirectly. This has led to students dropping out of school.

Similarly, the study found that 66(63.9%) of the respondents strongly agreed that very high teacher expectations could make slow learners drop out of school, and 35(33.3%) of the respondents agreed that very high teacher expectations could make slow learners drop out of school. The study accepted that education stakeholders conceptualise teachers contribute to drop out of their children when the teachers have very high expectations on students after delivering in class without considering slow learners. Such pressure has left other students to demean themselves when they fail to attain the desired performance, and some might lose hope in academics, thus dropping out of school.

Besides, 64(61.1%) of the respondents strongly agreed that education stakeholder's conceptualisation is that sometimes teachers' uncaring behaviours make students drop out of school, 29(27.8%) of the respondents agreed that sometimes teachers' uncaring behaviours make students drop out of school, 9(8.3%) of the respondents were neutral on the statement that sometimes teachers' uncaring behaviours make students drop out of school. The study deduced that families conceptualise teachers sometimes ignore students who seek teachers' attention in many ways. For example, some students are ever notorious nuisance in classes, regular absentees, cause trouble to other students, abuse drugs and even beat teachers. Such characters may attract expulsion in the schooling system when students become persistent in bad character without any sign of improvement when exposed to rehabilitation institutions. Thus, such penalties contribute to school dropout.

The study findings concur with Koskei and Tonui (2015). They explained that the poor academic performance of students is attributed to several factors, including a low concentration in classrooms, heavy home chores and sometimes class repetition due to poor performance. The summation of these factors lowers their self-esteem in classwork competency hence seeking to drop out of school.

Thumiki (2019) affirmed the greater part of dropouts originated from low financial foundations where dropout rates were alarmingly high (20-40%). Pillay (2021) battle that numerous dropouts would have gone to schools with poor offices and lacked assets. These conditions influence the students' presentation and eventually their choice to leave school.

Also, Dewi, Windoro and Pura (2021) noted that inadequate and poor quality of infrastructural and physical facilities negatively influences the education of the students. Due to the non-availability of water in the individual household, the students are often given the responsibility of collecting water from the river, the tanker, or any other available source, hence consuming the time for schooling.

From interviewed parents it was revealed that; parents conceptualize that school environment is harsh and cruel for their children to learn.

“My boy dropped out of school because he always complained of a lot of schoolwork which he does not see importance of it”.

This implies that education stakeholders conceptualize that students tend to drop out of school because they do not see the difference with the normal structures at other recreational centres. School environments need to be quite and serene for learning to be adored.

Further, the parents interviewed revealed that their children drop out of school because the schools lack adequate teaching facilities and thus poor syllabus coverage discouraged them to go to school.

“The secondary schools lacked enough teaching facilities like textbooks, laboratory facilities, teachers, good playgrounds, useful student lockers and descent classrooms hence making our children to drop out of school.”

A good environment promises proper student learning, but desperate conditions discourage students because the environment is not appealing for learning. Further, the education system is slow to implement its curriculum, which has made some students lack trust in education. Education stakeholders conceptualize a complex curriculum in the education system, and some students cannot master the needs expected of them. Some students see the education system as a nightmare in their lives. They resort to dropping out of school and pursuing a different farming lifestyle or doing business without education.

The study deduced that parents conceptualize lack of adequate teachers to cover the syllabus as expected by the school curriculum can lead to students dropping out. The education system is slow to implement its curriculum, which has made some families and students lack trust in education.

The challenges in the ministry of education have also made students suffer indirectly.

“Teachers are expecting our children to perform better than how they teach them even though it seems reasonable some students do not like to feel embarrassed because of inability to achieve the desired performance hence give up and drop out of school.”

The morals drawn from some teachers who have challenging characters like calling out, impulsivity, social misbehaviour, and irresponsibility in classroom restrict good students from free association between student-teacher relationship that would have otherwise foster learning. By limiting potentials and demeaning personality some students may lead to school drop-out. Students need to be encouraged instead of harassing.

Parents also reported that:

“Some schools charge extra fees which have also made some students to lose hope in their education since they cannot afford to pay it. Some secondary schools charge remedial money, teachers money and others which have made many students to leave school because we cannot afford to pay for the fees.

The study findings on interview schedule from secondary school principals opined that education stakeholders conceptualize that the school-based factors that cause drop out among public secondary school students are congested syllabus which occasionally makes students to drop out of school.

School principals informed the study that some students drop out of school when they are sent home to collect fees. Public schools lack enough money to run the programs.

One of the Principals expressed the following during interviews:

‘We send students to collect fees, but some do not come back because they fear to come back to school without fees.

‘In addition, students may sometimes have poor relationship with teachers and when there is a problem to be solved, they shy away. This implies that when they go home, they never comeback since they know their mistakes.’

According to the principal, parents and schools have high expectations for students' academic performance. This signifies that learners who are unable to handle the academic stress cannot continue their education and instead choose to return home and start a family or get married, while others choose to start their own businesses.

Principal interviewed reported that:

“The education stakeholders conceptualize that the academic pressure on KCSE performance from both parents and teachers push students to an extent of making others surrender or drop out of school because they cannot contain it.”

“Further some students who drop out of school is due to the poor attitude they have towards the whole school administration. A student may not like a certain teacher for unknown reasons thus opt to leave the school. Characters of such students are questionable in this matter because they end up refusing to continue schooling.

Principal also mentioned that schools have policies where they force students to repeat classes if they do not obtain certain pass marks. This is a common practice among headteachers who want better mean grades for joining public university. There are some teachers and even Secondary School Principals who still cane students so much and this has really scared away students, some shy and leave school altogether.

One of area chief supported that:

“The education stakeholders conceptualize that poor quality of education and the schools themselves act as depressant on the demand for education by children and indiscipline among the students”.

Indiscipline cases have been a key issue that contributes to school dropouts. Students who are indiscipline causes havoc or wrangles in schools; some tend to be thieves. In such cases, school principals are forced to expel them to improve the characters of other students.

Students findings from the focused group discussion showed families consider that the school-based factors cause school drop-out cases which include:

Parents noted that families perceive that the poor state of school facilities has contributed to school drop-out cases. Schools with limited resources like exercise books, textbooks, few teachers that rarely attend classes and lack of games materials like balls discourage some students from attending school who like playing games.

School disciplinary policies that are too strict and have harsh consequences have made many students drop out of school because their character cannot be accommodated within the school compound.

A parent noted that:

“Schools need discipline students who can learn in class and outside class premises with little supervision and monitoring from teachers”.

Parents argued that family members always say that schooling cannot guarantee job security at the end of studying. This, therefore, made some students drop out of school and start their businesses.

Poor students' academic performance has made the family members criticize the student, who will create worries about repeating classes. Some decide to leave school since they feel the system is not favouring them.

The study findings from focus group discussion revealed that education stakeholders conceptualize the high number of absenteeism cases in school has made some students fall victim to low self-esteem. This is because students' being absent in school means missing some content. Such students also develop a poor attitude and poor relationships between teachers and fellow students. They finally decide to drop out of school.

The study findings on interview schedules from Principals and area chiefs opined that Congested curriculum, which occasionally causes students to miss class, are conceptualized by educational stakeholders as the school-based reasons that induce dropout among public secondary school students. Participants noted that some institutions impose additional fees, which causes some students to lose faith in their education since they are unable to pay them. Many students have dropped out of secondary schools because of the fees that some of them charge for remedial classes, teachers, and other services.

School principals informed the study that some students drop out of school when sent home to collect fees. Public schools lack enough money to run the programs.

One of the Principals expressed the following during interviews:

'We send students to collect fees, but some do not come back because they fear to come back to school without fees.'

"In addition, students may sometimes have poor relationship with teachers and when there is a problem to be solved, they shy away. This implies that when they go home, they never comeback since they know their mistakes".

Principals reported that there are so much academic expectations from the schools and parents. This implies that students who cannot hold to the academic pressure cannot continue schooling; they rather opt to go home and begin farming or get married while other settles on businesses.

A Principals interviewed reported that;

“The education stakeholders conceptualizes that the academic pressure on KCSE performance from both parents and teachers push students to an extent of making others surrender or drop out of school because they cannot contain it”.

“Further some students who drop out of school is due to the poor attitude they have towards the whole school administration. A student may not like a certain teacher for unknown reasons thus opt to leave the school. Characters of such students are questionable in this matter because they end up refusing to continue schooling”.

Principals also said that schools have procedures that mandate repeating classes for students who don't meet passing standards. This is a typical strategy among headteachers who want their students to enter public universities with higher mean grades. Some teachers, including head teachers, continue to cane students severely, which has had a serious negative impact on student attendance.

One of area chief supported that:

“The education stakeholders conceptualize that poor quality of education and the schools themselves act as depressant on the demand for education by children and indiscipline among the students”.

Indiscipline cases have been a key issue that contributes to school dropouts. Students who are indiscipline causes havoc or wrangles in schools; some tend to be thieves. In such cases, school principals are forced to expel them to improve the characters of other students.

Students findings from the focused group discussion showed families consider that the school-based factors cause school drop-out cases which include From focus group discussion two, it was noted that families perceive that poor state of facilities in schools has contributed to school drop-out cases. Schools with limited resources like exercise books, textbooks, few teachers that rarely attend classes and lack of games materials like balls discourage some students from attending school who like playing games.

School disciplinary policies that are too strict and have harsh consequences have made many students drop out of school because their character cannot be accommodated within the school compound. The participants in focus group discussion one noted that;

‘Our schools need discipline students who can learn in class and outside class premises with little supervision and monitoring from teachers’.

Students from focused group discussion four argued that family members always say that schooling cannot guarantee job security at the end of studying. This, therefore, made some students to drop out of school and start their businesses.

The students in this group four noted that;

‘Irrelevant school curriculum, in other words, does not favour all the students but thank God for the current system that is beginning to accommodate all students’.

Views from all the focus group discussions informed the study that class repetition is common if students do not attain cut mark grades, which worries the family and the individual student. Poor students' academic performance has made the family members criticize the student, who will create worries about repeating classes, and some decide to leave school since they feel the system is not favouring them. The study findings from focus group discussion revealed that education stakeholders conceptualize the high number of absenteeism cases in school has made some students fall victim to low self-esteem. This is because students' being absent in school means missing some content. Such students also develop a poor attitude and poor relationship between teachers and fellow students. They finally decide to drop out of school.

4.5 Home-Based Factors That Cause Drop Out Among Secondary School Students

Table 4.9 Teachers Respondents Home-Based Factors That Cause Drop Out

Statements		SD	D	N	A	SA	Total
Extreme home poverty levels have made schooling unbearable for some students who cannot persevere.	F	3	6	26	38	32	104
	%	2.8	5.6	25	36.1	30.6	100
Peer pressure from the former school dropouts and unruly behaviours has made students drop out of school.	F	3	0	6	43	52	104
	%	2.8	0	5.6	41.7	50	100
The parent's low attitude and carelessness towards the importance of education coupled with laziness of child have made many students drop out of school.	F	3	3	3	29	69	104
	%	2.8	2.8	2.8	27.8	66.7	100
Lack of parental guidance has contributed to high drop-out levels.	F	0	3	6	29	66	104
	%	0	2.8	5.6	27.8	63.9	100
Parental discrimination of children has attributed to students drop-out cases.	F	3	0	0	32	69	104
	%	2.8	0	0	30.6	66.7	100

Table 4.9 show teachers responses on how education stakeholders conceptualize home-based factors influencing dropout among secondary school students. The study findings revealed that 32(30.6%) of the respondents strongly agreed that education stakeholders conceptualize extreme home poverty levels have made schooling unbearable for some students who cannot persevere, 38(36.1%) of the respondents agreed that education stakeholders conceptualize extreme home poverty levels have made schooling unbearable for some students who cannot persevere, 26(25.0%) of the respondents were neutral on the statement that education stakeholders conceptualize extreme home poverty levels have made schooling unbearable for some students who cannot persevere, 6(5.6%) of the respondent disagreed with the statement that education stakeholders conceptualize extreme home poverty levels have made schooling unbearable for some students who cannot persevere, and 3(2.8%) of the respondents strongly disagreed on the statement that education stakeholders conceptualize extreme home poverty levels have made schooling unbearable for some students who cannot persevere. This implies that education

stakeholders conceptualize that the level of poverty at home is a killer factor that has made several students drop out of school because they must vent for food through working in farms and homes of the rich to feed themselves. Poor and drunk parents have made their children drop out of school because they cannot provide home needs to support children in schooling.

This concurs with the study on the impact of the economic crisis on vulnerable groups in Sierra Leone by Androsik (2020). Poor parental educational background and low socioeconomic status hardly made it possible for parents to provide the physical and intellectual assistance necessary for children's educational welfare and growth. This study underlines the fact that illiterate and semi-illiterate parents are less likely to supervise their children's schoolwork and provide basic supportive materials than their educational endowed counterparts.

Also, the study found that 52(50.0%) of the respondents strongly agreed that education stakeholders conceptualize peer pressure from the former school dropouts and unruly behaviours have made students drop out of school, 43(41.7%) of the respondents agreed that education stakeholders conceptualize peer pressure from the former school dropouts and unruly behaviours have made students drop out of school, 6(5.6%) of the respondents were neutral to the statement that education stakeholders conceptualize peer pressure from the former school dropouts and unruly behaviours has made students drop out of school, and 3(2.8%) of the respondents strongly disagreed with the statement that education stakeholders conceptualize peer pressure from the former school dropouts and unruly behaviours have made students drop out of school. This implies that education stakeholders conceptualize peer pressure from relative dropouts can influence children to stay from school. Some of the known drops out are successful people, and sometimes students imagine they can be as they are, but only those who can make it are unique people with authentic character. Similarly, most of the known dropouts are living desperate lives now, and they regret joining the wrong peer groups that contributed to the failure in their lives.

Moreover the study found that 69(66.7%) of the respondents strongly agree that the education stakeholders conceptualizes parent's low attitude and carelessness towards importance of education coupled with laziness of child have made many students drop out of school, 29(27.8%) of the respondents agree that the education stakeholders conceptualizes parent's low attitude and carelessness towards importance of education coupled with laziness of child have made many students drop out of school, 3(2.8%) of the respondents were neutral on the statement that education stakeholders conceptualizes the parent's low attitude and carelessness

towards importance of education coupled with laziness of child have made many students drop out of school, 3(2.8%) of the respondents disagreed on the statement that the education stakeholders conceptualizes parents low attitude and carelessness towards importance of education coupled with laziness of child have made many students drop out of school and 3(2.8%) of the respondents strongly disagreed with the statement that the education stakeholders conceptualizes parents low attitude and carelessness towards importance of education coupled with laziness of child have made many students drop out of school. This means that education stakeholders conceptualization is that most parents who were not successful or not educated have a negative attitude towards education. They may fail to support their children in education. When parents are reluctant in their roles at home, children tend to be lazy. The pressure of academic performance in such homes is not appreciated, and thus the only enlightened child can seize the opportunity to rescue the perishing home. But without so, the children will drop out of school or fail to attend school.

Further, the study found that 66(63.9%) of the respondents strongly agree that education stakeholders conceptualize lack of parental guidance has contributed to high dropout levels, 29(27.8%) of the respondents agree that education stakeholders conceptualize lack of parental guidance has contributed to high dropout levels, 6(5.6%) of the respondents were neutral on the statement that education stakeholders conceptualize lack of parental guidance has contributed to high dropout levels, and 3(2.8%) of the respondents disagreed on the statement that education stakeholders conceptualize lack of parental guidance has contributed to high dropout levels. The study implied that education stakeholders conceptualize parental guidance as one of the critical determinants of school dropout cases. When parents have good policies at home, children will always obey and respect the rules of the house, but when parents are not keen, children tend to bend their ways at home, and decision-making lies upon them. Parents without proper guidance at home have led children to drop out of school because they do not care what children make.

Besides 69(66.7%) of the respondents strongly agree that education stakeholders conceptualize parental discrimination of children as attributed to students drop out cases, 32(30.6%) of the respondents agree that education stakeholders conceptualize parental discrimination of children as attributed to students dropout cases, and 2.8% of the respondents strongly disagreed with the statement that education stakeholders conceptualize parental discrimination of children has attributed to students drop out cases. The study revealed that education stakeholders conceptualize parents have nowadays discriminated children in schooling; they support girl child

and forget that even the boy child needs as equal support as the girl child. Parents assume that a boy child can manage with or without parental support, and this is the worst crime committed by the parents because all children are the same and need equal support. The lonely boys thus opt to drop out of school to vent for their needs that parents do not substitute. Some families also decide to support the boy child to study, leaving out the girl child at home with the notion that girls are going to be married after all. This has well contributed to the high rates of children drop out cases.

The study findings agreed with Ryan, Koczberski, Curry and Germis (2017). Students from rich families may have a higher likelihood of going to school since school requirements are spread over countless family unit individuals. Dorsey Sr (2017) noted that students whose families have high adaptability, vagrancy, hunger, sustenance unsteadiness, watchmen in jail or missing, oppressive conduct at home, sedate abuse is bound to drop out of school. The changing thought of the family impacts mentoring access. Study findings concurred with Mike, Nakajjo and Isoke (2016), who noted that marriage, pregnancy, and ailment are real reasons for dropout among youngsters. Among the young men, they incorporate; occupations, absence of intrigue, rejection, and charges.

Wachira (2015), who concluded that poverty is the most frequent contributing factor in students quitting school, supports the study's conclusions. According to Thiruane (2016), students from wealthier families are more likely to continue their education whereas those from poorer families are more likely to never attend or drop out after enrolling.

Shah, Haider and Taj (2019) study looked at three different dropout-related causes. They discovered that dropouts themselves were more likely to socialize with or "hang out" with students who did the same. Low socioeconomic position and early parenting were additional contributing factors. These factors suggest harmful cultural or community influences on peer groups resulting from poverty. Even while it occurs across all socioeconomic classes, teen parenthood is also associated with dropping out of school before graduation.

The parents responded that home-based factors cause dropout among secondary school students.

One of the parents noted that;

“My child dropped out of school because of extreme home poverty levels which we are experiencing. Lack of basic needs have made schooling unbearable for my child, and he could no longer persevere”.

Parents revealed their children dropped out of school since they had no steady food supply, and sometimes, they could go to school without eating.

Parents also emphasized that most students drop out of school because some parents are not responsible for venting needs at home. Children who lack food cannot concentrate in class whatsoever. The option of dropping out of school is therefore for the search for food through working in the neighbouring homes.

One of the parents interviewed during the data collected reported that;

“After breaking up with my husband my children also failed to attend school since could not afford to provide school needs. Another factor that makes students drop out of school is joining casual employment team for the sake of earning a living”.

Families that have separated frustrate schooling of their children because parents cannot give full support. Broken homes have seen several of their children drop out of school because children feel neglected in their needs and thus, they begin to vent for themselves if they cannot be patient enough.

Early marriages have robbed several students out of school both boys and girls. Most of them who fall victims are girls who get pregnant and decided to stay at home to take care of their children if their parents cannot support them in bringing up the child. Early marriages at age 18 get most students who are in form three or form four. Others who are underage decided to hide because the constitution cannot allow marriages to take place.

Further the shelter for these children at home was not conducive to sleep well and to read. Providing good health to the children is another issue.

A parent revealed that;

“When the child is sick, we give him/her herbs because we can’t afford to take them to hospital. Therefore, they cannot be strong enough to attend classes and still be attentive during learning”.

hours because the environment is not at all comfortable for learning". Home poverty deprives many children opportunity to attend schools instead they drop out of school to vent for themselves food to eat.

Further, the interviewed parents indicated that their children drop out of school due to peer pressure from the former school dropouts and unruly behaviours has made students drop out of school.

A parent said that;

"The close association and friendship of our children with the school dropouts has significant impact on child's character. They are easily swayed by the decisions of their friends to drop out of school and engage in drug addiction which led to frustrations and disappointments in life".

The study findings revealed that the parent's low attitude and carelessness towards importance of education coupled with laziness of child have made many students drop out of school.

One of the parents indicated that;

"A number of parents contributed to students drop out because they did not encourage or trained their children to love schooling and later secure themselves a better position or career in the society."

Parents with negative attitude or did not themselves excel in education has more significant influence on decision made by their children on either attending or not attending to the school.

Lack of parental guidance has contributed to high drop-out levels. Parents who failed to lead by good example have also reflected in the character of their children. Drop-outs experienced are contributed by the low moral lessons impacted in the child's life while growing up.

Parental discrimination of children has attributed to students drop out cases. The cases of children favouritism at home by either parent have left other children feel demoralized or unsupported in their education. Discriminating children support in education based on the existing differences between parents has made students drop out of school because in some cases, for example, a father abandoned a child to whom was responsible for bringing up because they broke up with the mother.

The students come from low socioeconomic backgrounds and must stay at home to care for younger siblings so that their parents can work. Many students are the products of divorce, separation, or, occasionally, family violence. Their parents are not raising them; rather, aunts, uncles, and grandparents are, and families are no longer a priority. Li and Qiu (2018) concurred that there is a conflict between the family life and those of the school. According to research, household members' educational backgrounds have a significant impact on whether and how long children attend school.

The study findings from interviews with the principals revealed that education stakeholder's conceptualization of home-based factors causing drop-out among secondary school students include, lack of money for fees, lack of parental guidance, negative attitude to education by the parents, lack of encouragement at home and discrimination at home by parents.

Responses from school principals interviews indicated that home-based factors that contribute to school drop-out cases are lack of encouragement and motivation from parents. This implies that parents do not work closely with their children in motivating them to work hard in schools for better future. They leave their children to choose for themselves what they want to do.

One principal during the interviews noted that;

“Some parents whose children have dropped out of school do not know the importance of schooling. They themselves did not complete schooling so they are good role models to their children. It is undisputed that some parents regret later when they realize they should have trained their children to be in school”.

Responses of students from the focused group discussion on home-based factors revealed that families perceive that there are home-based factors which causes school drop out for example poor educational background of parents. Families conceptualize that parents who had not attended or completed schooling influence the education of their children since some do not take education seriously. And therefore if a child decides to drop out of school parent careless about it. Students from focus group four said that:

‘Education background of our parents act as a role model and thus contributes a lot to the schooling and school drop out’.

Students who participated in the focus group discussion also reported that their family members perceive that some of the challenges causing school drop-out is fees problem. Parents who fail to pay fees and keep good attention to the needs of the students may be frustrating. Some students tend to drop out of school to avoid frustration of fees that are demanded in school.

Students also reported that consistency in performance is important in academic aspect; it is as well discouraging to fail in examinations. Students in focus group discussion 5 reported that:

“Our student friends dropped out of school last year because he saw nothing good in examination results. Continuous failure in examinations made him to have negative attitude towards studying and this made him to leave schooling”.

Students also mentioned that families conceptualize that rate of un-employment experienced after graduation easily discourages learners schooling. Most of the graduates stay at home after completing campus or college education since there is no employment. Some students thus find it unnecessary to continue learning thus drop out of school with the notion that they are all equal whether completed education or dropped out of school.

The study findings from interviews revealed that education stakeholders conceptualization of home-based factors causing drop-out among secondary school students include, lack of money for fees, lack of parental guidance, negative attitude to education by the parents, lack of encouragement at home and discrimination at home by parents.

Principals also emphasized that most students drop out of school because their parents are not responsible to vent needs at home. Children who lack food cannot concentrate in class whatsoever. The option of dropping out of school is therefore for the search for food through working in the neighbouring homes.

One of curriculum support officer interviewed during the data collected reported that;

“In Kesses constituency, I came across families that when they break up or divorce, children also fail to attend school for some times while other may not come back at all. The differences in families contribute significantly to the child drop-out cases. Another factor that makes students drop out of school is joining casual employment team for the sake of earning a living.

Families that have separated frustrate schooling of their children because parents cannot give full support. Broken homes have seen a few of their children drop out of school because children feel neglected in their needs and thus, they begin to vent for themselves if they cannot be patient enough.

Early marriages have robbed several students out of school both boys and girls. Most of them who fall victims are girls who get pregnant and decided to stay at home to take care of their children if their parents cannot support them in bringing up the child. Early marriages at age 18 get most students who are in form three or form four. Others who are underage decided to hide because the constitution cannot allow marriages to take place.

4.6 Community-Based Factors that Cause Drop Out Among Secondary School Students

Table 4.10 Teachers Respondents Community-Based Factors That Cause Drop Out

Community-Based Factors		SD	D	N	A	SA	Total
High levels of teenage pregnancies have attributed to students drop-out cases.	F	0	3	6	26	69	104
	%	0	2.8	5.6	25	66.7	100
Early marriages encouraged by the community have made several students drop out of school.	F	0	3	0	32	69	104
	%	0	2.8	0	30.6	66.7	100
Dismally community myths and misconceptions that discourages educating a female child.	F	0	3	0	32	69	104
	%	0	2.8	0	30.6	66.7	100
Characteristics of the community in which the child lives, such as poverty or wealth levels determine levels of children drop out.	F	3	0	0	26	75	104
	%	2.8	0	0	25	72.2	100
Effects of drug abuse encouraged in the community have contributed to substance addiction by some students who end up dropping out of school.	F	3	0	0	35	66	104
	%	2.8	0	0	33.3	63.9	100

Table 4.10 showed teachers responses to education stakeholders' conceptualization of community-based factors that cause dropout among secondary school students. The study

revealed that 69(66.7%) of the respondents strongly agreed that education stakeholders conceptualize high levels of teenage pregnancies have attributed to students dropout cases, 26(25.0%) of the respondents agreed that education stakeholders conceptualize high levels of teenage pregnancies have attributed to students dropout cases, 6(5.6%) of the respondents were neutral on the statement that education stakeholders conceptualize high levels of teenage pregnancies have attributed to students dropout cases, and 3(2.8%) of the respondents disagreed on the statement that education stakeholders conceptualize high levels of teenage pregnancies have attributed to students dropout cases. The study indicated that the education stakeholders conceptualize community have an external influence on students' schooling life, attributed to both bad and good morals. Some known individuals in the society have impregnated schoolgirls causing them to drop out of school for a while or forever depending on the parenting styles at different homes and their perception about early pregnancies of their daughters. Early pregnancies have left many girls out of school, ending their education at a very premature age. Society lacks good morals that need to be restored to respect the young people and support them instead of humiliating their tender schooling age.

Again the study found that 69(66.7%) of the respondents strongly agreed that education stakeholders conceptualize early marriages encouraged by the community have made several students drop out of school, 32(30.6%) of the respondents agreed that education stakeholders conceptualize early marriages inspired by the community have made a number of students drop out of school, and 3(2.8%) of the respondents disagreed on the statement that education stakeholders conceptualize early marriages encouraged by the community have made a number of students drop out of school. The study findings implied that education stakeholders conceptualizing early marriages in the community have cut short the school period of the young girls and boys. In most cases, young girls are married before completing their Kenya certificate of secondary school education. Even though the constitution of Kenya laws does not allow early marriages below 18 years, some individuals in society decide to run away with young girls and marry them later when they are mature. This has contributed to school dropouts of girl child students.

Concurrently the study found that 69(66.7%) of the respondents strongly agreed that education stakeholders conceptualize community myths and misconceptions that discourages educating female children to lead to students dropping out of school, 32(30.6%) of the respondents agreed that education stakeholders conceptualize community myths dismissively. Misconceptions prevent

educating female children making them to drop out of school, and 3(2.8%) of the respondents disagreed with the statement that dismally, community myths and misconceptions discourages educating female children to leading to students dropping out of school. The study deduced that education stakeholders conceptualize communities still hold to the myths and misconceptions that prevent educating a girl child. Despite the unfortunate misconception, many families are enlightened, and they no longer support the idea. The remaining few families contribute to a low number of girl child turn up rate in the secondary schools.

Furthermore, the study found that 75(72.2%) of the respondents strongly agree that education stakeholders conceptualize features of the community in which the child lives, such as poverty or wealth levels determine levels of children drop out, 26(25.0%) of the respondents agreed that education stakeholders conceptualize characteristics of the community in which the child hails from, such as poverty or wealth levels, determine the levels of children drop out, and 3(2.8%) of the respondents strongly disagreed with the statement that education stakeholders conceptualize community comprises the characteristics that child lives in either a wealthy or poor economically and thus contributes levels of children drop out. The study findings implied that the traits of the community in which the child lives determines the rate of student dropout. For example, in a wealthy society, children rarely drop out of school because they have all the basic needs at home, and society supports excellent and healthy education. On the other hand, the impoverished community does not support the basic needs of the child because they do not have enough to offer; instead, they beg for support in most instances. Thus, children are working, sacrificing, and straining so hard to support their education life at secondary and other tertiary levels of education. Some secondary school students may thus decide to drop out of school and the society care less because they cannot support after all.

Also, the study found that 66(63.9%) of the respondents strongly agree that education stakeholders conceptualize effects of drug abuse encouraged in the community have contributed to substance addiction by some students who end up dropping out of school, 35(33.3%) of the respondents agreed that education stakeholders conceptualize effects of drug abuse encouraged in the community have contributed to substance addiction by some students who end up dropping out of school, and 3(2.8%) of the respondents strongly disagreed with the statement that education stakeholders conceptualize effects of drug abuse encouraged in the community have contributed to substance addiction by some students who end up dropping out of school. The study findings noted that the education stakeholders conceptualize community have exposed

school children to drug substance and abuse which is a risk to the education progress. Many young youths and students have languished in drug and substance abuse sold by rich and poor individuals in society. Students are also used as agents to prepare and sell the drugs at the expense of getting a small reward. Such incidences have made students drop out of school and perish in drug and substance use dark corners.

The study's findings concur with Collins' (2016) findings, which showed that in rural areas with a high percentage of low-income households, students leave school to work as house helpers and provide for their families. Due to the necessity of girls' labour for family survival, such a behaviour typically prevents girls from finishing their secondary school. Many girls drop out of school and enter early marriages because of family poverty. According to a worldwide study on emergency reduction, there is a severe underfunding of educational services. Lack of a comprehensive global reaction to internal displacement affects education as well.

Similarly, it agrees with Dorsey (2017) notation that students whose families have high adaptability, vagrancy, hunger, sustenance unsteadiness, watchmen in jail or missing, oppressive conduct at home, sedate abuse is bound to drop out in school. The changing thought of the family impacts mentoring access. Students whose gatekeepers screen and control their activities, give enthusiastic assistance, bolster free essential authority, and are ordinarily progressively connected with their coaching are less disposed to drop out of school. Grieving among relatives and explicitly guards typically make students progressively powerless against dropout, non-enrolment, late enrolment, or moderate headway.

Interviews with parents revealed that high teenage pregnancies had been attributed to student's dropout cases. Early pregnancies among schoolgirls have forced them to drop out of school because they need to bring up the baby. One of the parents noted that;

“I could not support my daughters when she became pregnant because I could not afford to take care of her with her child and had responsibility of other siblings. Lack of support during that critical time made her to lose hope in schooling and drop out of school. She also feels embarrassed to continue education because she had perception that after giving birth at such tender age it is inappropriate to embark on their studies.

It was revealed that several people in the society still support early marriages because they believe in the traditional practices that they used to do when schooling was not there. It is

unfortunate for children who cannot be rescued since their parents sought local solutions to accept dowry in exchange for their young daughters.

This has been encouraged by the community beliefs on educating boy child who has led to low turn up of girl child at school. Little support given to the girl child in the society has made many of them drop out of school and get married at an early age.

The study findings from interviewed parents revealed that characteristics of the community in which the child lives, such as poverty or wealth levels, had determined levels of children drop out. The culture of laziness is developed, and it becomes a character adopted by the generations. Such characteristics encourage children to drop out of school because parents are careless about their children's academic life. Compared to a hardworking society, children must go to school, and they are provided all the basic needs needed to support their education life.

The study findings further revealed that the effects of drug abuse encouraged in the community have contributed to substance addiction by some students dropping out of school. Drug abuse has made many youths and school children perish in poverty because they want behaviours that make them unfit to school. Drugs make young children abandon school and live a desperate life full of slavery culture that makes them miserable forever since they cannot visualize their future. They destroy their beautiful life.

The results of this study support Ladson-Billings (2021) assertion that girls usually fail to locate someone to take care of their infant, and even if they are allowed to return to school, there is a chance that they would frequently miss lessons. In addition, her family and the society see her as an adult who is capable of handling domestic responsibilities on her own. Early pregnancy victims frequently struggle to balance the demands of education and young motherhood. If her parents or society do not provide any support, she may decide to drop out of school. This happens because she would like to focus on her baby and less engagements.

The results also support a study by Karacabey and Boyaci (2018) that discovered a number of sociocultural, socio-economic, and internal school factors that led to an increase in school dropout, including: early marriages, early pregnancies, HIV/AIDS-related deaths and stigma, herding cattle or performing household chores, family issues like polygamy, divorce, and separation, poverty, child labour, harmful peer pressure, an overloaded curriculum, a lack of role models, and instability in families.

These results are consistent with Mbogo, Khatete Ibrahim and Jumba (2020) study on the factors that contribute to male students' school dropout rates in public secondary schools in Embu County, Kenya. According to the study, the county's high dropout rate had a greater impact on boys than on girls. Drug and substance addiction, parents' disinterest in their children's education, student indiscipline, county socioeconomic activity, peer pressure, and poverty were the main reasons for dropouts.

Responses from interviews further indicated families conceptualize that the community-based factors causing dropout among secondary school students are drug and substances abuse, the socioeconomic activities in the county, peer influence and poverty, teenage pregnancies, early marriages to young girls, effects of drugs and abuse, and peer group influence.

Area chief interviewed admitted that;

“Most students drop out of school because of the peer pressure from within home or friends that have bad character. Social life also has forced girls to drop out of school when they get pregnant, or others get married, and parents don't cooperate in saving them. Another dangerous factor making students to drop out of school is indiscipline cases that parents fail to attend to their children; rudeness for example earns expulsion in some school that value moral lesson”

In addition one of the chiefs mentioned that some of the reasons that cause drop-out among secondary school students can be reduced or eliminated by encouraging parents to provide all the basic needs for the students, creating policies that forbid teachers to put too much pressure on students who cannot manage it, working hand with the governments to role a plan with several unique policies, such as providing special financial aid for female students and making free education for them, to boost female education. To prevent dropouts, the government, parents, students, and important education stakeholders should all collaborate to make sure that the students finish their education. The chiefs advise the government to establish regulations to make sure all parents ensure that their children attend school. The government ought to provide secondary schools with more funding and make sure that the tuition fees levied on students are equal and fair. All parties involved in education, including parents and the religious community, should support counselling and guidance for students both inside and outside of the classroom. Additionally, they must serve as positive role models that the students can follow.

Students further discussed community-based factors that cause school drop-out among students, and they pointed out the following; Among the leading cause of community-based causes of school drop-out among students is drug and substance abuse. Students who were interviewed in the focused group discussion reported that most students who drop out of school are influenced by heavy consumption of drugs and substance. For example, students in focus group discussion three reported that;

“We have three friends who dropped out of school because they were used to drug abuse and they could not listen to any of the advice given to them. They ended up in juvenile courts because of committing crimes in the village”.

Families in the community who lack enough resources to sustain their living have also made it difficult to support their children in school. High poverty levels in families have forced some students to drop out of school for the sake of seeking casual employment to support their siblings and parents as well who are old or seek.

Another aspect that contributes to high drop-out cases of students in public secondary schools is the negative attitude and perception that schooling does not guarantee job security. Even though most of the graduates do not land to jobs immediately, some are lucky, and they get recruited after schooling some take longer, and some do not get it completely.

Students in focus group discussion one said that,

‘Our families have the notion of white colour jobs has been a big problem. Our institutions do because they are training students theoretically and telling them that they will get jobs immediately on completion of education if they pass well in examination. This is contrary to state of the real world

Even though we cannot survive without society, there are also consequences that needs caution for survival. Some female students in public secondary schools have dropped out of school because they got impregnated by individuals in the society who lure them.

A student in focused group discussion three said that;

'I have a friend whose parents were not stable financially and they could not provide all the needs she needed. She secretly started friendship with one of the Boda Boda riders, who ended up impregnating her and made her drop out of school because of the small tokens she used to receive from him.'

Finally, students in the focused group discussion found out that peer pressure was another big problem making students to drop out of secondary school. Students who have dropped out of school are closely linked to the society bad gangs. They share a lot together and end up being persuaded to leave schooling since they have other missions that are not good like being robbers, drug addicts and thieves.

Kaur and Gulati (2022) agreed with the study's results that one of the things in the community that robs children of their youth, their potential, and their dignity is child labour, which is also detrimental to the children's physical and mental development. Child labour is a widespread practice that keeps students out of school, especially in the prevalent circumstances of home poverty, according to the committee studying Kenya's educational system. Despite the FPE program being on track, the most recent statistics shows that up to 19 million children are still forced into various forms of child labour.

Finally, students in the focused group discussion found that peer pressure was another big problem making students drop out of secondary school. Students who have dropped out of school are closely linked to terrible society gangs. They share a lot and end up being persuaded to leave schooling since they have other missions that are not good, like being robbers, drug addicts and thieves.

According to Kaur and Gulati (2022), who agreed with the study's findings, one of the communal variables that robs children of their infancy, their ability, and their dignity and harms their mental and physical growth is child labour. Child labour is a pervasive practice that keeps students out of school, especially in the prevalent circumstances of home poverty, according to the commission studying Kenya's educational system. Despite the FPE program being on track, the most recent figures show that up to 19 million children are still forced into various forms of child labour.

4.7 Drop Out of Students in Public Secondary Schools

Table 4.11 Drop Out of Students in Public Secondary Schools

Drop Out of Students		SD	D	N	A	SA	Total
High school drop-out is contributed by young generation that desire to work for the purpose of earning a living to support their ailing parents or they do not have someone to support their academic needs.	F	0	1	7	33	63	104
	%	0	1	6.8	31.7	60.5	100
Lack of interest in education investment on students influences a student's decision to drop out from school.	F	0	1	3	34	66	104
	%	0	0.9	2.9	33	63.4	100
Undesirable characteristics of the school's management and pedagogical program influence student's decision to drop out from school.	F	0	0	3	39	62	104
	%	0	0.0	2.9	37.2	59.5	100
The best remedy to reduce school drop-out is to teach students their subject of choices that are career oriented and meaningful rather than wasting time in teaching subjects that are less beneficial in their life.	F	0	1	2	24	76	104
	%	0	0.9	2.3	23.3	73.5	100
Allow schools to be innovative and work closely with the society on current problems facing them for the purpose of reducing drop-out cases.	F	0	3	2	40	59	104
	%	0.0	2.6	1.9	38.5	56.6	100

Table 4.11 the study findings on education stakeholders conceptualisation on students drop out in public secondary schools revealed that 63(60.5%) of the respondents strongly agreed that high school dropout is contributed by young generation that desire to work for the purpose of earning a living to support their ailing parents or they do not have someone to support their academic

needs, 33(31.7%) of the respondents agreed that high school dropout is contributed by young generation that desire to work for the purpose of earning a living to support their ailing parents or they do not have someone to support their academic needs, 7(6.8%) of the respondents were neutral on the statement that high school dropout is contributed by young generation that desire to work for the purpose of earning a living to support their ailing parents or they do not have someone to support their academic needs, 1(1.0%) of the respondents disagreed that high school dropout is contributed by young generation that desire to work for the purpose of earning a living to support their ailing parents or they do not have someone to support their academic needs. The study deduced that the cause of school dropout is influenced by the desire for the young generation to enter the market and seize the opportunities accompanied in making their own money to support the family needs.

Besides, the study found that 66(63.4%) of the respondents strongly agreed that lack of interest in education investment on students influences a student's decision to drop out from school, 34(33.0%) of the respondents agreed that lack of interest in education investment on students influences a student's decision to drop out from school, 3(2.9%) of the respondents were neutral on the statement that lack of interest in education investment on students influences a student's decision to drop out from school and 1(0.6%) of the respondents disagreed that lack of interest in education investment on students. The study analysed that most students have dropped out of school because investing in the education system does not immediately bring the desired interest compared to the business investment that has almost instant or immediate profits.

Additionally, the study found that 62(59.5%) of the respondents strongly agreed that undesirable characteristics of the school's management and pedagogical program influence student's decision to drop out of school, 39(37.2%) of the respondents agreed that undesirable characteristics of the school's management and pedagogical program influence student's decision to drop out from school, 3(2.9%) of the respondents were neutral on the statement that undesirable characteristics of the school's management and pedagogical program influence student's decision to drop out from school and 1(0.3%) of the respondents disagreed that undesirable characteristics of the school's management and pedagogical program influence student's decision to drop out from school. The study discussed that among the key factors that have led to school dropouts is the poor management of schools and teaching programs. Some students find the whole day in school

a waste of time and resources; instead, they should be running something else that makes them active.

To a greater extent 76(73.5%) of the respondents strongly agreed that the best remedy to reduce school dropout is to teach students their subject of choices that are career oriented and meaningful rather than wasting time in teaching subjects that are less beneficial in their life, 24(23.3%) of the respondents agreed that the best remedy to reduce school dropout is to teach students their subject of choices that are career oriented and meaningful rather than wasting time in teaching subjects that are less beneficial in their life, 2(2.3%) of the respondents were neutral on the statement that the best remedy to reduce school dropout is to teach students their subject of choices that are career oriented and meaningful rather than wasting time in teaching subjects that are less beneficial in their life, 1(0.9%) of the respondents disagreed that the best remedy to reduce school dropout is to teach students their subject of choices that are career oriented and meaningful rather than wasting time in teaching subjects that are less beneficial in their life and 0.3% of the respondents strongly disagreed that the best remedy to reduce school dropout is to teach students their subject of choices that are career oriented and meaningful rather than wasting time in teaching subjects that are less beneficial in their life. Alternatives to the education system are urgently needed to allow the young generation to venture into their interest, which is diversification in social life.

On top of that, 59(56.6%) of the respondents strongly agreed that allow schools to innovate and meet the community's unique demands, providing non-mandatory but complementary alternatives within their natural vocation, 40(38.5%) of the respondents agreed that allow schools to be innovative and work closely with the society on current problems facing them to reduce dropout cases, 2(1.9%) of the respondents were neutral on the statement that allows schools to innovate and meet the community's particular demands, providing non-mandatory but complementary alternative within their natural location. However, 3(2.6%) of the respondents disagreed that student's dropping out allows schools to be innovative and work closely with society on current problems facing them to reduce dropout cases. Further, 0.3% of the respondents strongly disagreed that student's dropping out allows schools to be innovative and work closely with society on current problems facing them to reduce dropout cases. The study realised the need to emphasise innovation and priority to solve the needs of society. Through education, many discoveries have been spread across societies on solving problems. Students are

encouraged to embrace the new curriculum since it allows broader views on ventures to society's problems.

Study findings from interviewed parents revealed that high school dropout is contributed by the young generation who desires to work to earn a living to support their ailing parents or do not have someone to support their academic needs. The study deduced that the cause of school dropout is influenced by the desire for the young generation to enter the market and seize the opportunities accompanied in making their own money to support the family needs.

The study analysed that most students have dropped out of school because investing in the education system does not immediately bring the desired interest compared to the business investment that has almost instant or immediate profits. Some students find the whole day in school a waste of time and resources; instead, they should be running something else that makes them active.

The best remedy to reduce school dropout is to teach students their subjects of choice that are career-oriented and meaningful rather than wasting time in teaching subjects that are less beneficial in their life. Alternatives to the education system are urgently needed to allow the young generation to venture into their interest, which is diversification in social life. The study realised the need to emphasise innovation and priority to solve the needs of society. Through education, many discoveries have been spread across societies on solving problems. Students are encouraged to embrace the new curriculum since it allows broader views on ventures to society's problems.

These findings are like Papa, Mueller and Miglietta (2020) study, which noted that retention could be increased if the school management teams were supportive and innovative. They should develop programmes that will attract students to remain in school. A child-friendly environment and parents' involvement should be key strategies to enhance retention and diminish dropout.

4.8 Correlation Analysis

Table 4.12 Correlation Analysis

		School Dropout	School-based factors	Home-based factors	Community-based factors
School Dropout	Pearson Correlation	1			
	Sig. (2-tailed)				
School-based factors	Pearson Correlation	.705**	1		
	Sig. (2-tailed)	.000			
Home-based factors	Pearson Correlation	.718**	.926**	1	
	Sig. (2-tailed)	.000	.000		
Community-based factors	Pearson Correlation	.808**	.703**	.748**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	136	136	136	136

** . Correlation is significant at the 0.01 level (2-tailed).

The study results from Pearson Correlation in table 4.12 indicated that school-based factors were positively correlated with school dropout cases ($r = 0.705$, $n=136$, $p<0.01$). School-based factors were positively correlated with school dropout cases ($r = 0.718$, $n=136$, $p<0.01$). Community-based factors were positively correlated with school dropout cases ($r = 0.718$, $n=136$, $p<0.01$). The findings showed that when school-based factors, home-based factors and community factors are improved the cases of school dropouts will significantly reduce. Students should be supported fully; socially, morally, economically, and spiritually while learning so as to reduce the number of schools dropouts and improve performance in the general life.

4.9 Conclusion

This chapter consisted of introduction of the chapter, response rate, bio data of teacher, background information for parents, school based, home based, community-based factors and correlation.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The findings on how the stakeholders conceptualized the factors impacting student dropout in the public secondary schools of Kesses Sub-County, Kenya, are summarized in Chapter 5. The variables under research are: school-based factors that cause secondary school dropouts; home-based factors that cause secondary school dropouts; and community-based factors that cause secondary school dropouts. Therefore, the purpose of this study was to respond to the following research questions: What are the school-based issues that lead to secondary school students to drop out, according to the education stakeholder? What are the home-based issues that lead secondary school students to drop out, according to the education stakeholder? and how does the stakeholders view elements in the community that lead to secondary school students dropping out?

5.1 Summary of the Findings

This section presents a summary of the findings obtained from the study.

5.1.1 School-Based Factors

Firstly, the study sought to answer the question; how does the education stakeholder conceptualize school-based factors that cause dropout among secondary school students? The findings showed that stakeholders conceptualize that a harsh and cruel school environment causes students to drop out. The family perceive that the school environment is not favourable to some students who cannot follow the school rules and regulation. Students who are not disciplined and the parents do not participate in correcting the student behaviour can lead the same students to drop out of school. The families conceptualize that the school structures can either actively motivate the students to participate in school activities or discourage them from learning. Suppose the schools lack suitable structures to support proper learning conditions. In that case, students tend to drop out because they do not see the difference with the standard structures at other recreational centres: families' views that the school environment needs to be quiet and siren for learning to be adopted.

The families view the current school curriculum as good; however, some students who do not have an interest in education perceive it as the hardest hence making them drop out of school. The school curriculum in the education system and some need hardworking students with

determination to master the learning and have good discipline instilled at home, community, and school. Students who are not disciplined see the education system as a nightmare in their lives. They resort to dropping out of school and pursuing a different farming lifestyle or doing business without education. Students can drop out of school when there are inadequate enough teachers to cover the syllabus as expected by the school curriculum. When school is not committed to delivering the expected academic output, students tend to render it useless to continue in the system with multiples of deficits in nature. The education system is slow to implement its curriculum, and this has made some students lack trust in the education hence dropping out of school. The challenges in the ministry of education have also made students suffer indirectly.

The study results are supported by Structural Functionalism Theory, which deduced that the system of education is a set of interrelated elements, including the family, school, and community. Each component influences the other and has an impact on how the entire works. All systems have objectives and a purpose. The goal of the educational system is to help the family and community systems work together to accomplish goals. Existing issues like school dropout rates prevent other aspects of the educational system from functioning properly. A school dropout is an output of the school's educational activities which is contributed by and a function of the family and community, and this comprises the following factors that are; harsh and cruel school environment for some students to learn characterized by complex relevant curriculum inadequate teaching facilities causing poor syllabus coverage and very high teacher expectation can make time takers drop out of school.

5.1.2 Home-Based Factors

Secondly, the study sought to answer the question; how does the education stakeholder conceptualize home-based factors that cause dropout among secondary school students? The study findings revealed that stakeholders conceptualize extreme home poverty levels made schooling unbearable for some students who cannot persevere. The level of poverty at home has significantly contributed to students' dropout cases in secondary school because they seek casual employment by working in other people's farms and homes to earn wages for buying food and other needs in the family. Poor and drunk parents have made their children drop out of school because they cannot provide basic needs at home to support children in schooling.

The study revealed that stakeholders conceptualize peer pressure from the student's family and relative on successful life without education could influence students to drop out of school. Family conceptualities are that some people drop out of school and are successful people in terms of self-employment and farming. Therefore, some students can have that image that even they can drop out of school and be successful in life. On the contrary, majority of the known dropouts are living desperate lives now, and they are regretting joining the wrong peer groups that contributed to the failure in their lives. Besides that, most parents who were not successful or not educated have a negative attitude towards education, and they may fail to support their children in education. When parents are reluctant in their roles at home, children tend to be lazy. The pressure of academic performance in such homes is not appreciated, and thus the only enlightened child can seize the opportunity to rescue the perishing home. However, without so, the children will drop out of school or fail to attend school at all.

Structural Functionalism Theory supports the study findings, which suggests that students are best supported when goals are shared. People work collaboratively across these three contexts school, home, and community as a complete system. Families, schools, and communities are jointly responsible for and influential in children's development where all these systems can ensure that students continue with their education well. If one of the three (family, school, and community) fails, the whole system would be affected negatively. A learner's education depends on the support of various stakeholders like a system when one stakeholder fails to play his part well; the education of a learner is negatively affected. Therefore, in case of a system failure in the education system of the student would lead to student's dropping out of school.

5.1.3 Community-Based Factors

The study further sought to answer the question; how does the education stakeholder conceptualize community factors that cause dropout among secondary school students? The study findings revealed that stakeholders conceptualize that high teenage pregnancies have contributed to students dropout in secondary schools at Kesses sub-county. The community have an external influence on students schooling life which is attributed to both bad and good morals. Some known individuals in the society have impregnated schoolgirls causing them to drop out of school for a while or forever depending on the parenting styles at different homes and their perception about early pregnancies of their daughters. Early pregnancies have left many girls out of school, ending their education at a very premature age. Society lacks good morals that need to

be restored to respect the young people and support them instead of humiliating their tender schooling age.

Boy child in the current society is affected as well. After undergoing the initiation into adulthood ceremony, the community views them as adults and mature to make their own decisions. Although they are trusted adults, their decisions may be poor; many drop out of school and start venturing to farms and businesses to begin their families. Some as well will engage in drug addiction. If not monitored well in the community, such activities might increase cases of school dropouts. Parents are encouraged to train their children well to maintain proper discipline and attend schooling even when they undergo rites of passage.

Also, to a small extent in the community, early marriages have cut short the school period of young girls and boys. There are still few families in the community that allow young girls and boys to get married early before completing their Kenya certificate of secondary school education. Even though in the constitution of Kenya, laws do not allow early marriages below 18 years, some individuals in the society decide to run away with young girls and marry them at a later age when they are mature. This has contributed to school dropouts of girl child students. The study deduced that families in the community still hold to the myths and misconceptions that discourage educating a girl child. Despite the dismal misconception, many families are enlightened, and they no longer support the idea. The remaining few families contribute to the small number of girl-child turn up rate in the secondary schools.

5.2 Conclusion of the Study

In conclusion, school-based factors, such as a harsh and cruel school environment, lack of suitable structures, challenging curriculum, lack of discipline, inadequate teachers, and slow implementation of the curriculum, contribute to dropout rates among secondary school students. These factors are influenced by the perceptions and conceptualizations of education stakeholders, including families, and have a significant impact on students' decision to drop out of school.

The study further concluded that extreme home poverty levels, peer pressure, and lack of support from parents and the community are significant home-based factors contributing to dropout rates among secondary school students. Parents without good guidance at home have led children to drop out of school because they do not care what children make.

The study further concluded that community factors, such as high teenage pregnancies, lack of good morals, initiation into adulthood ceremonies, and early marriages, contribute to the dropout rates among secondary school students in Kesses sub-county. These factors affect both girls and boys, with girls being particularly affected by early marriages and societal misconceptions about educating them. However, it is noted that there are also families in the community who are enlightened and support the education of girl children.

They concluded that Structural Functionalism Theory could ensure that there is minimal student's drop out of school. This is because the school system exists to achieve objectives through the collective efforts of individuals in the larger community and the institutional settings. A dropout rate is an output of the school's educational activities and a function of the home-based and community-based factors associated with the school system. The school is a system that is often affected by other systems in the environment, for example; families, home environment, community, school environment and the students themselves (input) determines student's drop out of school (output).

5.3 Recommendations

The study recommended the following:

Since the study findings revealed that stakeholders conceptualize complex curricula in the education system causes some students not to master what is expected, leading to school dropout among secondary school students. The study recommends that the ministry of education devise a better way to simplify the complexity of the current curriculum to accommodate all students, both who are comfortable with the curriculum and those who complain of it. Having a simple and well-elaborated curriculum and a conducive school environment can motivate students to learn and reduce the rate of school dropouts.

The study findings indicated that stakeholders conceptualize home-based factors influencing dropout among secondary school students as a high poverty level, making several students drop out of school. The study recommends that schools and the ministry of education initiate supportive programs to cater for the extra needs of students at school to ensure deficiency in their homes does not affect their education and school dropout.

The study further revealed that parental guidance is missing in most families and is considered as one of the critical determinants of school dropout cases. The study recommends that parents

need good guidance to their children at home to make a good decision about their future life and avoid school dropout. Also, students should be sensitized on coping life skills to ensure they live a positive life and improve their self-esteem to reduce school dropout even though there is no parental guidance. The study revealed that characteristics of the community in which the child lives determine the rate of student drop out of secondary school. Therefore, this study recommends that parents and community should have a capacity-building on a positive upbringing of children to reduce the bad morals that the students might adopt, hence leading to school dropout.

5.4 Recommendations for Further Research

This study investigated stakeholders and how they frame the school dropouts of students in public secondary schools at Kesses Sub-County, Kenya. And the findings indicated all the school, family and community-based factors that contribute to school dropout among students in public secondary schools. Further research recommended for this study is to evaluate factors that lead to school dropout that the current study did not address. Also, they further suggest that future researchers focus on curbing factors that stakeholders conceptualize as the cause of school drop in secondary schools.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

The researcher is a postgraduate student at Moi University pursuing a Degree of Master of Philosophy in Sociology of Education.

Instructions;

Portions A and B make up the two sections of the schedule. While section B is based on the study objectives, section A is made up of personal questions and is meant to validate the respondent's information. This survey is intended to gather information for solely academic purposes. The goal of the study was to ascertain how Kesses Sub-county stakeholders approach the problem of secondary school dropouts.

Do not write your name anywhere on this paper.

Fill in the black spaces by ticking \surd where appropriate.

Section A: Background information

1. Gender (Tick \surd where applicable)

Male []

Female []

2. What is your age bracket (Tick \surd where applicable)

a) Below 21years []

b) Between 21-30 years []

c) Between 31-40 years []

d) Over 40 years []

3. What is your level of education? (Tick \surd where applicable)

a) PhD []

b) Masters []

c) Degree []

d) Diploma []

e) Certificate [] f) Any other [] g) Specify _____

4. For how long have you been a teacher in the school?

a) Below 5 Years []

b) Between 5-10 Years []

c) Between 10-15 Years []

d) Above 16 Years []

Section B: Research Objectives of the Study

One: School based Factors that cause drop out among public secondary school students

The study sought to investigate how does stakeholders conceptualizes the school based factors that cause drop out among public secondary school students. Rate the following opinions using the Likert's scale provided below. Where;

Strongly Agree (SA), Agree (A), Un-decided (UD), Disagree (D) and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
i)	The school environment is harsh and cruel for some students to learn.					
ii)	Complex relevant curriculum can discourage students and hence make them drop out of school.					
iii)	The school lacks adequate teaching facilities and thus poor syllabus coverage may discourage some students schooling.					
iv)	Very high teacher expectation can make time takers drop out of school.					
v)	Sometimes teachers' uncaring behaviours make students to drop out of school.					

Two: Home-based factors that cause drop out among public secondary school students

The study sought to investigate how does stakeholders conceptualizes the home-based factors that cause drop out among public secondary school students. Rate the following opinions using the Likert's scale provided below. Where;

Strongly Agree (SA), Agree (A), Un-decided (UD), Disagree (D) and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
i)	Extreme home poverty levels have made schooling unbearable for some students who cannot persevere.					
ii)	Peer pressure from the former school drop outs and unruly behaviours has made students drop out of school.					
iii)	The parents low attitude and carelessness towards importance of education coupled with laziness of child have made may students drop out of school.					
iv)	Lack of parental guidance has contributed to high dropout levels.					
v)	Parental discrimination of children has attributed to students drop out cases					

Three: Community-based factors that cause drop out among public secondary school students

The study sought to investigate how does stakeholders conceptualizes the community-based factors that cause drop out among public secondary school students. Rate the following opinions using the Likert's scale provided below. Where;

Strongly Agree (SA), Agree (A), Un-decided (UD), Disagree (D) and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
i)	High levels of teenage pregnancies have attributed to student's dropout cases.					
ii)	Early marriages encouraged by the community have made several students drop out of school.					
iii)	Dismally community myths and misconceptions that discourages educating a female child					
iv)	Characteristics of the community in which the child lives, such as poverty or wealth levels determine levels of children					
v)	Effects of drug abuse encouraged in the community have contributed to substance addiction by some students who end up dropping out of school.					

Dependent variable: Drop out of students in public secondary schools

The study sought to investigate how the stakeholders frame the school drop outs of students in public secondary schools. Rate the following opinions using the Likert's scale provided below.

Where;

Strongly Agree (SA), Agree (A), Un-decided (UD), Disagree (D) and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
I	High school dropout is influenced by the need for youngsters to enter the job market because they need to contribute to the family budget or a desire to have their own					
ii	Lack of interest in education investment on students influences a student's decision to drop out from school.					
iii	Undesirable characteristics of the school's management and pedagogical program influence student's decision to drop out from school.					
iv	The way to encourage the engagement of young individuals in high school is to provide them different alternatives and let them choose part of their educational process.					
v	Allow schools to innovate and meet the community's special demands, providing non-mandatory but complementary alternatives within their natural vocation.					

APPENDIX II: INTERVIEW SCHEDULE FOR PARENTS

The researcher is a postgraduate student at Moi University pursuing a Degree of Master of Philosophy in Sociology of Education.

Instructions;

The schedule consists of two sections, section A and section B. Section A consists of personal questions and is intended to verify the respondent's details while section B is based on the research objectives. This is aimed at collecting data for purely academic purposes. The study sought to investigate how the stakeholders conceptualizes the issue of drop out among secondary school students in Kesses Sub-County.

Do not write your name anywhere on this paper.

Fill in the black spaces by ticking where appropriate.

Section A: Background information

1. Gender (Tick where applicable)

Male

Female

2. What is your age bracket (Tick where applicable)

a) Below 21years

b) Between 21-30 years

c) Between 31-40 years

d) Over 40 years

3. What is your level of education? (Tick where applicable)

a) PhD

b) Masters

c) Degree

d) Diploma

e) Certificate f) Any other g) Specify _____

4. For how long have you been a parent in the school?

- a) Below 5 Years [] b) Between 5-10 Years [] c) Between 10-15 Years []
- d) Above 16 Years []

Section B: Research Objectives of the Study

One: School based Factors that cause drop out among public secondary school students

How does school environment cause drop out among public secondary school students?

.....

.....

How does curriculum cause drop out among public secondary school students?

.....

.....

How does teaching facilities influence the drop out among public secondary school students?

.....

.....

How does teacher expectation influence the drop out among public secondary school students?

.....

.....

Two: Home-based factors that cause drop out among public secondary school students

How have home poverty levels cause drop out among public secondary school students?

.....

.....

How does peer pressure from the former school drop outs influences drop out among public secondary school students?

.....
.....

How does parent’s attitude influence the drop out among public secondary school students?

.....
.....

How does child behaviour influence the drop out among public secondary school students?

.....
.....

How does parental guidance influence the drop out among public secondary school students?

.....
.....

How does parental discrimination of children contribute to students drop out cases?

.....
.....

Three: Community-based factors that cause drop out among public secondary school students

How is the levels of teenage pregnancies and its attribution to student’s dropout cases?

.....
.....

How does community perceive early marriages encouraged and its influence on students drop out of school?

.....
.....

What are the community myths and misconceptions about educating a female child and its influence on students drop out of school?

.....
.....

How are the characteristics of the community in which the child lives influence on students drop out of school?

.....
.....

How is the rate of drug abuse in the community and its influence on students drop out of school?

.....
.....

Dependent variable: Drop out of students in public secondary schools

What influence high school dropout among public secondary school students?

APPENDIX III: INTERVIEW SCHEDULE**(Area Chiefs and Secondary School Principals)**

The researcher is a postgraduate student at Moi University pursuing a Degree of Master of Philosophy in Sociology of Education. Your department has been selected to participate in the study.

CHIRCHIR MICAH KIPKURGAT

Questions

- a) What are the school-based factors that cause drop out among public secondary school students?

- b) What are home-based factors that cause drop-out among secondary school students?

- c) What are the community-based factors that cause drop-out among secondary school students?

- d) What is your take on how these factors that cause drop-out among secondary school students can be reduced or eliminated?

Thank you for taking your time for this interview

APPENDIX IV: FOCUSED GROUP DISCUSSION**(Students)**

The researcher is a postgraduate student at Moi University pursuing a Degree of Master of Philosophy in Sociology of Education. Your group of 12 students has been selected to participate in this study and would wish to enlist your support by answering the discussion below. Kindly provide honest answers and the findings were handled with utmost confidentiality.

Thanks

CHIRCHIR MICAH KIPKURGAT

Questions

- a) What are the school-based factors that cause drop out among public secondary school students?

- b) What are home-based factors that cause drop-out among secondary school students?

- c) What are the community-based factors that cause drop-out among secondary school students?

- d) What is your take on how these factors that cause drop-out among secondary school students be reduced or eliminated?

Thank you for taking your time for this interview

APPENDIX V: DETERMINING SAMPLE SIZE

Table showing Sample Size from a Given Population

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	168	2000	322
55	48	310	171	2100	324
60	52	320	174	2200	327
65	56	330	177	2300	329
70	59	340	180	2400	331
75	63	350	183	2500	333
80	66	360	186	2600	335
85	70	370	189	2700	337
90	73	380	192	2800	338
95	76	390	195	2900	340
100	80	400	198	3000	341
110	86	420	204	3200	346
120	92	440	210	3400	351
130	97	460	216	3600	354
140	103	480	222	3800	357
150	108	500	228	4000	361
160	113	520	234	4200	364
170	118	540	240	4400	367
180	123	560	246	4600	368
190	127	580	252	4800	370
200	132	600	258	5000	375
210	136	620	264	5200	377
		640	270	5400	379
		660	276	5600	380
		680	282	5800	381
		700	288	6000	382
		720	294	6200	384

Source: Krejcie & Morgan (1970) Note: N = population size S = sample size

APPENDIX VI: NACOSTI APPROVAL LETTER



MOI UNIVERSITY
Office of the Dean School of Education

Tel. Eldoret (053) 43001-8/43620
Fax No. (053) 43047

P.O. Box 3900
Eldoret, Kenya

REF: EDU/PGF/10/08

DATE 20th July, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF MICAH CHIRCHIR
KIPKURGAT - EDU/PGF/10/08

The above named is a second year, a Master of Education student in Curriculum studies at Moi University, School of Education, Department of Education Foundations .

It is required of his studies to conduct a research project and produce a research report. His research topic is entitled:

“ Education Stakeholders’ Conceptualization of School Drop Outs in Public Secondary Schools in Kesses Sub-County, Kenya: A Sociological Study.”.

Any assistance given to enable his conduct research successfully will be highly appreciated.

Yours faithfully,

SCHOOL OF EDUCATION
RECEIVED
PROF. JOK. CHANG'ACH
DEAN, SCHOOL OF EDUCATION
MOI UNIVERSITY



(ISO 9001:2015 Certified Institution)

APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. MICAH CHICHIR KIPKURGAT
 of MOI UNIVERSITY, 3900-30100
 Eldoret, has been permitted to conduct
 research in *Uasin-Gishu County*

Permit No : NACOSTI/P/17/60031/20651
 Date Of Issue : 29th January, 2018
 Fee Received : Ksh 1000

on the topic: **FAMILY
 CONCEPTUALIZATION ON THE FACTORS
 INFLUENCING DROP OUT OF STUDENTS
 IN SECONDARY SCHOOLS: A CASE OF
 WARENG SUB-COUNTY, KENYA**

for the period ending:
18th December, 2018




 Applicant's
 Signature


 Director General
 National Commission for Science,
 Technology & Innovation



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
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 When replying please quote

NACOSTI, Upper Kabete
 Off Wangari Way
 P.O. Box 39823-00100
 NAIROBI, KENYA

Ref No **NACOSTI/P/17/60031/20651**

Date: **29th January, 2018**

Micah Chirchir Kipkurgat
 Moi University
 P.O. Box 3900 - 30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Family conceptualization on the factors influencing drop out of students in secondary schools: A case of Wareng Sub-County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Uasin -Gishu County** for the period ending **18th December, 2018**.

You are advised to report to the **County Commissioner and the County Director of Education, Uasin -Gishu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.



GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
 Uasin -Gishu County.

The County Director of Education
 Uasin -Gishu County.