DETERMINANTS OF STUDENTS' DROPOUT RATE IN PUBLIC DAY SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA

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DECLARATION

This project is my original work and has not been presented to any other institution for any other award. I understand that plagiarism is an offense and I declare therefore that this research project is my original work and has not been submitted for any award in any other institution.

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ACKNOWLEDGEMENT

DEDICATION

I dedicate this research work to my husband Fredrick Muthami and our three amazing children; daughters Margaret Kanini and Grace Wayua, and son Joshua Mumo.

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ABBREVIATIONS AND ACRONYMS

ASAL	:	Arid and Semi-Arid Lands
BPS	:	Board of Post Graduate studies
CDF	:	Constituency Development Fund
DCC	:	Deputy County Commissioner
EFA	:	Education for All
EPDC	:	Education Policy and Data Center.
ESL	:	Early School Leaving
EU	:	European Union
FDSE	:	Free Day Secondary Education
FPE	:	Free Primary Education
GOK	:	Government of Kenya
GED	:	General Educational Development
GSS	:	Ghana Statistical Service
ISSMB	:	Inside School Social Media Behavior
KIHBS	:	Kenya Integrated Household Budget Survey
KIPPRA	:	Kenya Institute of Public Policy Research and Analysis
KNEC	:	Kenya National Examination Council
MDGs	:	Millennium Development Goals
MICS	:	Multiple Indicator Cluster Survey
MOE	:	Ministry of Education
NACOSTI	:	National Commission of Science, Technology and Innovation
NCES	:	National Centre for Education Statistics
OSSMB	:	Outside School Social Media Behavior
SCDE	:	Sub County Director of Education
SEKU	:	South Eastern Kenya University
SES	:	Socio-Economic Status
SNS	:	Social network sites
UNUDHR	:	United Nations Universal Declaration of Human Rights
UN	:	United Nations
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

UNICEF	:	United Nations Children Education Fund
WHO	:	World Health Organization
WWC	:	What Works Clearinghouse

OPERATIONAL DEFINITION OF KEY TERMS

Determinant: A factor that staunchly affects the nature or result of something.

Influence: A course or events that affect or change how the students develop, think, or behave thus pushing them to drop out of public day secondary schools.

Dropout: A learner who abandons a course of study before finishing the four years of secondary education and sitting the examinations offered at the end of the four years in public secondary schools in Kitui Central sub-county.

Retention: Refers to ensuring that learners enrolled in secondary school in Kitui central sub county stay until they complete form four-cycle.

Gender: Male sex characteristics or female sex characteristics when considered with reference to social and cultural differences. Includes the roles, behaviors, and norms related to being a woman, man, girl, or boy, as well as relationships with each other.

Public day secondary school: It is a type of school that is built and maintained using public funds obtained from the government, parents, and community. The schools are attended by both boys and girls, hence mixed schools, and the students go to school in the morning and go home in the evening.

Socio-economic status: Refers to the income, parental education levels, and parental occupation based on the mother's education, father's education, mother's occupation, father's occupation, and combined income.

Social media: Refers to technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders.

ABSTRACT

The study investigated the determinants of rate of dropout of students in public day secondary schools in Kitui Central Sub-County, Kitui County, Kenya. The study was guided by Bertalanffy's Systems Theory. The study's objectives were to determine the influence of parents' socio-economic status, student's gender, parental academic expectations of the students, and social media on students' dropout rate. A descriptive survey research design was employed for the study. The population of the study was 25 schools and the size of the sample was 354 comprising of heads of institutions, form three class teachers and form three students. Qualitative as well as quantitative data was collected from principals, form three class teachers and form three students in public day secondary schools in Kitui Central Sub County using questionnaires. A pilot study in three public day secondary schools within the sub county was used to ascertain validity of the research instruments while content validity was ensured through expert judgment by university supervisors. Test re-test technique was used to assess the reliability of the instruments while Pearson product moment correlation was employed to compute the correlation coefficient. The coefficient established the degree to which the questionnaires contents were consistent in providing similar results whenever the questionnaire was administered. The coefficients were adequate as they were 0.74, 0.76 and 0.71 for the questionnaires for principals, class teachers and students respectively. Data analysis was done using Statistical Package for Social Sciences (SPSS) version 26 and involved descriptive statistical procedures where quantitative data was presented in frequency tables and percentages. Open ended questions provided the qualitative data and this was coded and transcribed in to themes and reported in narratives. The study found among others that parents' socio-economic status influences students' dropout rates with 51.2% of the students' families having a monthly gross income of 4000 shillings or less; 88.4% of the students coming from big families with five members or more; and majority of the parents having primary school education. The study further found that boys were more likely to drop out of school due to the factors under study than girls as 86.4% of the principals, 72.7% of the class teachers and 59.9% of the students were in agreement on this. In addition, the study further found that high academic expectations of parents on the students led to students' dropout as 96.0% and 4.0% of the parents expected their children to score grade A and B in exams respectively. Some of the findings on social media influence on students' dropout by principals and class teachers disagreed with those of students as all (100%) principals and all (100%) class teachers agreed that students used social media to cheat in exams while 80.8% of the students disagreed. 77.3% of the principals and 72.8% of the class teachers were in agreement that students' academic performance would improve if they stopped using social but 81.4% of the students disagreed. The researcher concluded that socio-economic status of parents, student's gender, high academic expectations of the parents on the students, and social media influenced students' dropout rate. Recommendations of the study were; government to enhance adult learning policy and access to employment opportunities; build more schools and principals to strengthen guidance and counselling departments in schools; parents to be involved in their children's learning and motivate learners; government to regulate social media content and parents to control the time students should have mobile phones.

1.0 INTRODUCTION

1.1 Background to the study

Education is a natural right for every human being and is an integral part of every human life. The United Nations Universal Declaration of Human Rights (1948), article 26, emphasises that every person has a right to education and that basic education should be compulsory. Dropout is a term used to describe learners who abandon the system of education before completing the academic year they started; the ones who do not persist to get the final results and be issued a certificate to show that they completed the particular year of primary or secondary school (Estevao & Alvares, 2014). Dropping out of school is a big issue in developing countries where 130 million learners have dropped out of school (UNESCO, 2015). It is a big issue because negative effects from not completing high school include higher unemployment rates, lower income levels, incarceration and overall missed opportunities (Robertson,2018).

In many countries in the world, dropout has become a great concern and the countries are developing policies, interventions, and strategies to reduce the number of school dropouts and enhance progression among its students (UNESCO, 2018). According to World Bank (2018) the number of registered students is very high during the early stages of schooling, however, the number of those who quit school increases at the secondary education levels, leading to many countries having very few students completing their education. The reasons for school dropout vary with some students dropping out of schools voluntarily while others are forced to do so by circumstances. Zuilkowski et al. (2016) highlight that school dropout is not simple but is a result of events and environmental conditions interactions. This is what led the researcher to conduct this research to find out if the parents' socio-economic status, students' gender, parental academic expectations of the students, and social media are some of the factors that affect the rate of students' dropout in secondary schools in Kenya.

The National Statistics Institute's indicators on education for 2016 in Spain (INE, Statistics National Institute, Spain 2017), show that 15.4% of girls and 23.2% of boys do

not complete Compulsory Secondary Education. The data happens to be uppermost in the European Union (EU) since in the whole of the EU, the rate for girls is 9.3% while that for boys is 12.3% (Gil et al., 2019). Using a sample size of 1043 Spanish adolescents, Serna and Martinez (2019) did a study to analyse the association between academic performance and parental involvement in school adjustment among secondary students. They found that both academic performance and parental involvement were positively related to school adjustment. Their study sample was adolescents only but adults (teachers) participated in this study in Kitui.

To promote EU economic recovery, the EU created Europe 2020 Strategy in 2009. Among its objectives was to lower the rates of early school leaving but despite the dramatic reduction in the last 10 years (from 30.9% in 2009 to 17.3% in 2019), the rate was still to reach 15% in Spain which was the desired rate (Escolano-Pérez & Bestué, 2021). The main reasoning of the new Spanish Educational Act started in 2013 was to combat early school leaving (ESL) and the outlined policies include permeability and flexibility of education pathways, career guidance, and second-chance education among others (Brown et al., 2021). Unfortunately, despite the policies put in place, the student dropout rate is still high in Spain.

The percentage of 16- to 24-year-olds who do not attend school and have no high school certificate (diploma or an equivalent like a General Educational Development (GED) certificate) is referred to as status dropout, as claimed by the U.S. Department of Education, National Centre for Education Statistics (NCES) (2021). In 2019, the status dropouts were 2.0 million (5.1%) in the USA. The rate was lower for females than for males, 4.2 versus 6.0 percent. The What Works Clearinghouse (WWC) (2018) found Accelerated Middle Schools, Career Academies, High School Redirection, and Talent Development High Schools had no strong evidence of positive effects on completing school but had some proof of positive outcome on remaining in school (Blazer & Hernandez, 2018).

Dropout is endemic in many Sub-Saharan African countries. The Ghana Statistical Service (GSS) carried out a survey that showed that as high as 25% of youth who should be in Senior

High School are not in school (Yusuf, 2019). In addition, The Multiple Indicator Cluster Survey Six (MICS6), done in 2017/18 by the GSS also showed that 7% of teenagers who should have been in junior high school were not in school. The report further showed that based on age, 7% of girls and 8% of boys who should have been in junior secondary school were out of school; and that the completion rate at senior secondary, junior secondary, and primary education, was 47%, 83% and 71% respectively (Yusuf, 2019). Macro strategies (free school uniform distribution, free education, and school feeding program) and micro strategies (scholarships, child- friendly school environment, guidance and counselling, and child safety) have been put in place for mitigating school dropout in Ghana (Yeboah-Ebong, 2016). Indications of the research were that leaving school early among students in cities or towns and rural areas is mainly as a result of child labour, pregnancy, academic performance, and poverty among others.

The rate of student dropout in Tanzanian secondary schools is about 36%. A study by Mduma (2019) aimed to produce an approach driven by data to assist in identifying and predicting students likely to drop out of school. This was focused on facilitating an intervention program. 122 research articles, 4 focus group discussions, 2 round table surveys involving 38 participants, and 3 datasets from Tanzania and India were used. Majority of the respondents said age, parents' income, students' gender, and the number of qualified teachers contributed to the students' dropping out of secondary schools. This shows that these factors had a direct effect on the learners' ability to stay in school hence the need for a study to identify and predict if a student had a great chance of dropping out of school in Kitui central.

Through free primary education (FPE) and free day secondary education (FDSE), the Kenyan government intended education to be affordable and accessible to all children in Kenya (Musangi et al., 2017) as well as address low-quality education, illiteracy, and low completion rates (Oprong, 2016). In addition, the Kenya Government has other programs meant to boost access, retention, and quality of education, like infrastructural development interventions (Constituency Development Fund (C.D.F) schools and Centres of Excellence); Digital Literacy Programme (DLP), which is under implementation; Sanitary

towels programs; low-priced boarding schools and mobile schools in ASALs; Tusome Project (2015-2018); School Health and Nutrition Programme; Kenya Primary Education Development (PRIEDE) Project (2016-2019); and Policies for re-entry after thematic areas which include early pregnancy (1994), inhibitive cultural practices, and education in emergencies. Dropout intervention main programs in Kenya involve education subsidies. However, there is no specific program to match various risk factors with particular dropout interventions in order to address student needs more effectively and efficiently. Despite all these government policies and interventions, students are still dropping out of school.

Kenya Economic Survey 2017 (KNBS, 2017) indicated that, the primary school enrolment rate was 89.2%, and that the withholding rate in class 8 was 77.0% for girls in contrast to 78.9% for boys. Similarly, the advancement rate from primary school to secondary school declined from 81.9% in 2015 to 81.3% in 2016. Statista reports show that in Kenya, 10.1 million children attended primary school in 2019. However, children who enrolled in secondary school in the same year (2019) were 3.26 million while 509,000 students attended college (Welp, 2021). Data collected from the Kitui Central Sub County Director of Education's office reveals that the completion rate in secondary schools in 2020 was 75.5% (Kitui Central Sub County Education Office, 2022), which is below the government's expectation of 98%.

Socioeconomic status refers to a class or one's position within a social hierarchy and is often measured as a blend of occupation, income, and education (American Psychological Association, 2022). Maina (2021) carried out research on the effect of household income level on secondary school dropout in Kenya. The study used a descriptive research design and data was collected using questionnaires. Data was collected from 300 dropped-out students from Murang'a East Sub-County Day secondary schools. The study revealed that household income level had an influence on secondary school dropout. The study respondents were dropouts in Murang'a while this study used heads of institutions, teachers, and students in Kitui Central sub county.

According to the Canadian Institutes of Health Research (2020) gender alludes to the

socially constructed duties, expressions, conducts, and specifications of women, girls, men, boys, and gender-diverse people. Some studies on students' gender and dropout rates have shown a lower rate of dropout among female compared to male students (Kim et al., 2015), while others did not show any differences in gender (Boyes et al., 2017). Andiema and Manasi (2021) did a study on factors based on school and pupils', that influence the rate of dropout of girls in primary schools in West Pokot, Kenya. The investigation used a descriptive research design, targeting 7 heads of primary institutions and 82 primary school teachers. Questionnaires and interview schedules were the research tools and findings were that teenage pregnancy, poor performance, poverty, and sexual harassment among others made girls' dropout cases increase in the schools. The study involved primary school teachers and head teachers in West Pokot while this study involved secondary school students, teachers, and heads of institutions in Kitui county.

Kisiangani et al. (2018) carried out research to investigate the social factors that influence the involvement of the boy child in schooling in Emuhaya Sub-County, Kenya. A descriptive research design was used in the investigation and 28 schools participated. The study sample was composed of 10 students drawn from each school, the heads of guidance and counselling departments, and deputy principals in these institutions. Data was collected using questionnaires and interview guides. The study discovered that some social factors combine to deprive the boy child of an opportunity to be involved in education. The target population for the study was heads of guidance and counselling department and deputy head teachers in Emuhaya Sub-County while the current study targeted principals and class teachers in Kitui central sub county.

Academic performance is the computation of student attainment across various academic subjects. Kiambati & Katana (2020) carried out a study in Kiambu County to investigate how students' dropout in public secondary schools is influenced by school resources. The descriptive survey design was employed in the research which targeted 28 heads of institutions, 427 teachers, and 10400 learners. The research tools were questionnaires and interviews. The findings of the research concluded that resources used in the dissemination and accession of knowledge were insufficient in the schools and this influenced dropout

negatively. Other factors were indiscipline, poor academic performance, and pregnancy. The study's target population was 10855 while the current study's target population was 2268.

Social media refers to technology that is based on computer and makes it possible share knowledge, ideas, and notions, through virtual communities and networks (Dollarhide, 2021). Mobile phones are part of social media as they may be used for a similar purpose. Nyongesa et al. (2019) did a study to find out how Kenyan secondary school students' discipline is influenced by social media. A pragmatic philosophical paradigm and mixed methods research design were adopted for the study. The study sample was 600 students, 40 deputy heads of institutions, and 40 teachers involved in guidance and counselling in the sampled schools. Questionnaires, interviews, and analysis of documents were the methods of data collection. The study found that social media influenced students' discipline negatively, influenced students to cheat in examinations, destroyed students' character and morals, denied students study time and students became lazy among other things. The study sample involved 680 respondents in Bungoma county while this study involved 384 respondents in Kitui county.

From the above discussion, the socioeconomic status of the family, the student's gender, the students' academic performance, and social media influence dropout rates in other parts of Kenya. In addition, though students in boarding schools and those in day schools have their challenges, the day scholars have more. These include the home environment not being suitable for study and some students having to walk long distances to school among others. This is what made the researcher choose day schools as the focus for this study and seek to determine if the variables discussed above influenced dropout rates in public day secondary schools in Kitui central sub county, Kitui county.

1.2 Statement of the Problem

The key to the social and economic growth of any nation is education. The introduction of FDSE in 2008 was to ensure that all students enrolled in secondary school complete the secondary cycle of education. However, data from Kitui Central Sub County Director of

Education's office (2022) (one of the sub counties in Kitui county) showed that there were many drop out cases in the sub county.

Table: 1.1 Dropout Rate in Secondary Schools in Kitui Central Sub-County

Year	Enrolled in Form One	Year	Completed Form Four	Dropped out	Percentage (%)
2014	2059	2017	1766	293	14.23
2015	2281	2018	1885	396	17.36
2016	2194	2019	1809	385	17.55
2017	1858	2020	1403	455	24.49

While the completion rate in public day secondary schools in Kitui Central Sub-County was 75.5% (Kitui Central Sub County Education Office, 2022), a study done by Mwangi (2018) showed that the completion rates in public day secondary schools in Kitui County was 72.8%. This made the completion rate of the sub county to be just slightly above that of the county but far below the government's expectation of 98%. Students' dropout is a concern for Kitui Central sub county since the dropped-out students may end up in crime or destitute and become a society problem. Moreover, dropouts create losses on government funding for education since every child is financed through FDSE and it affects the 100% transition policy expectation. Consequently, this calls for a study to investigate the determinants of students' dropout rate in Kitui Central Sub-County since the rate continues to increase despite FDSE, bursaries, grants and other government interventions. While studies on dropout rates and other parameters that affect learners' stay in schools have been done in other parts of the country, no study on determinants of dropout rate in public day secondary schools was undertaken in Kitui central sub county, thus the necessity for this research.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of the study was to investigate the determinants of students' dropout rate in public day secondary schools in Kitui Central sub-county; Kitui County, Kenya.

1.3.2 Specific Objectives of the Study

The study was guided by the following specific objectives:

i. To determine the effect of parents' socio-economic status on students' dropout rate in public day secondary schools in Kitui Central sub-county; Kitui County, Kenya.

ii. To establish the influence of student's gender on students' dropout rate in public day secondary schools in Kitui Central sub-county; Kitui County, Kenya.

iii. To determine the effect of parental academic expectations on students' dropout rate in public day secondary schools in Kitui Central sub-county; Kitui County, Kenya.

iv. To establish the influence of social media on students' dropout rate in public day secondary schools in Kitui Central sub-county; Kitui County, Kenya.

1.4 Research Questions

The study was guided by the following research questions:

i. How does parents' socio-economic status affect students' dropout rate in public day secondary schools in Kitui Central sub-county.

ii. To what extend does the student's gender influence the students' dropout rate in public day secondary schools in Kitui Central sub-county.

iii. How does parental academic expectations on students' affect the students' dropout rate in public day secondary schools in Kitui Central sub-county.

iv. To what extend does social media influence students' dropout rate in public day secondary schools in Kitui Central sub-county.

1.5 Significance of the Study

The findings of the study may assist education policymakers to put in place policies to effectively solve the problem of dropping out of learners in public day secondary schools with a view to enhance their completion rate. Findings may assist the teachers in guiding

and counseling students on the importance of accessing and completing secondary education. Secondary school administrators may use the findings to make convenient and friendly surroundings for the students hence lowering the dropout rate.

1.6 Limitations of the Study

The main limitation of the research was how to gather information from learners who had abandoned school since they were the ones with more reliable information on dropout. To overcome the limitation, the principals, class teachers and other students gave their opinion since they had interacted with those students before they left school, and had their opinion on why the students dropped out. Another limitation was that, one of the variables of this study was the SES of the parents and respondents may not give true information for fear of embarrassment. The limitation was overcome by ensuring that respondents were informed that information gathered was for academic purpose only. Access to some of the schools to collect data was not easy and this was overcome by use of motor cycles.

1.7 Delimitations of the Study

This study investigated the effect of socio-economic status of the parents, student's gender, parental academic expectations of the students, and social media on students' dropout rate in public day secondary schools in Kitui Central sub county, Kitui county. The research involved heads of institutions, form three class teachers, and form three students in these schools. Form three students were selected to participate in the study due to the fact that their stay in the school was long enough to articulate issues on dropout while form one and two students were relatively new and may not have been aware of the dropout issues. The form four students were busy preparing for the national exam and were not allowed time to take part in the study. Questionnaires were the research instruments and were easy to handle.

1.8 Assumptions of the Study

The assumption of the study was that all the public day secondary schools in Kitui Central sub county had cases of students' dropout. It was also assumed that participants would understand the questions given in the questionnaires and respond within the given time.

The study further assumed that the participants would be cooperative and respond honestly to the questions posed to them. Another assumption was that public day secondary schools had well-kept records on the learners' school attendance hence easy to track those who had dropped out of school.

1.9 Organization of the Study

The study is comprised of six chapters. Chapter one presented the Introduction, Background to the Study, Statement of the Problem, and General Objective of the Study. It also presented the Specific Objectives, Research Hypotheses, and Significance of the Study. Limitations of the Study, Delimitations of the Study, and Assumptions of the Study, Operational Definitions of Key Terms, and Organization of the Study were also presented in the chapter. Chapter two examined the literature review under the following subheadings: Parents' socioeconomic status and dropout rates, Student's gender and dropout rate, Parental academic expectations of the students and dropout rates, and social media and dropout rates. The chapter also included Summary of Literature Review, Theoretical Framework and Conceptual Framework. Chapter three discussed the Research Methodology which consisted of Research design, Target population, Sample size and Sampling techniques, Research instruments, Validity of Research Instrument and Reliability of Research Instruments, Data collection procedures, Data analysis procedures, and Ethical considerations. Chapter four dealt with Research analysis, presentation, and discussion. Chapter five presented a Discussion and Interpretation of Research Results while chapter six dealt with Conclusion and Recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

In the chapter, literature related to determinants of students' dropout rate in public day secondary schools was reviewed and presented by the researcher. The determinants discussed were; parents' socio-economic status, student's gender, parental academic expectations of students, and social media.

2.2 Parents' Socio-Economic Status and Students' Dropout Rate

Socio-economic status (SES) is the estimate of an individual's or family's position within the social hierarchy and is determined by factors that are behind the education, social position, income, family wealth, occupation, political influence, social involvement, muscle power, physical assets and caste (Wani, 2019). Nita et al. (2021) investigated the effect of penury and family characteristics as determinants of school dropout in a countryside community in South-Western Romania. The research was quantitative and based on the survey method. Questionnaires were used as the research tool. 363 people, all aged above 18 years participated in the study. Findings were that children from poor families, that is where at least one parent does not work, where parents are devoid of education or their education level is low, are liable to follow the models offered by parents that education is not a priority. The study respondents were all over 18 while in this study some of the students who participated in the study were below 18 years.

A study by Zeb et al. (2021) assessed the socio-economic determinants of school children's dropout in Rural Areas of Peshawar District, Pakistan using a convenient sampling technique. Heads of 400 households from which children had dropped out of school had data collected from them using interview methods and questionnaires. After data analysis, the findings were; the principal reason for learners' dropout of school was poverty. Other factors like; distance to school, parents' education, and illiterate community were also considered to be somehow responsible for children's leaving school. Zeb's study used convenient sampling while the present study used purposive and random sampling methods to identify its participants.

Effiong et al. (2019) did a study in Yakurr Local Government Area of Cross River State, Nigeria, on how dropping out of students in secondary schools is influenced by the family background. The study which used a descriptive survey design selected five secondary schools in the area under investigation and had 150 students randomly sampled out of the schools. Data was collected using questionnaires while independent t-test and paired t-test were utilized in analysis of the collected data. Findings were that factors such as parents' attitude, size of the family, parents' educational background, and parents' socio-economic status, were associated with dropping out of school of the students. The study used 150 students only, while this study used 340 students, 22 principals, and 22 class teachers.

Abotsi et al. (2018) did a study on the economic implications of dropouts' issues in rural communities in Ghana. A descriptive research design was utilized and the investigation targeted households in communities in the Nchiraa Circuit that had dropouts. Using a systematic sampling technique, 50 households were selected and data gathered using a structured questionnaire. Findings were that the dropouts' number per community was relatively enormous (55.4%) and the main factors associated with dropouts in the research were the parents' low level of education, poverty, and long distances to school. The study's target population was households in the community while this study's target population was students, teachers, and principals in schools. In another study conducted by Cheloti, Mwikya & Mulwa (2019) on Influence of cost of education on transition rates from primary to secondary schools in Kenya, the study found that most children from poor socio-economic backgrounds failed to transit to secondary schools. The study also noted that some dropped out in the first or second year of secondary school. This shows that parental socio-economic status has a direct influence on learner retention in school.

A study by Murage and Kisaka (2018) on Socio-Economic Factors and Students Retention and Completion Rates in Public Secondary Schools in Kilifi County, Kenya, employed a descriptive study design. The study involved 250 respondents (200 parents and 50 head teachers who were purposively sampled). Data collected using questionnaires and interviews after analysis showed that the economic and educational backgrounds of the parents had a lot of effect on the education of their children. The study respondents were

parents and headteachers while this study did not involve parents but involved students, class teachers, and principals.

2.3 Student's Gender and Students' Dropout Rate

Alabdulrazaq et al. (2019) investigated the factors that cause dropout among boys in middle-class schools in Riyadh Province, Saudi Arabia. The target population was 55 night-school dropouts while the sample of the study was 360 participants chosen from 11 secondary night schools randomly. A quantitative research approach was utilized in the study and questionnaires were used to collect data. Analysis was done through both descriptive statistics and logistic regression. The researchers found that absence from school, value of education, and targets have a noteworthy connection with finishing school. From the study, Saudi males see employment opportunities as more important than educational achievements. The target group was dropouts out of night secondary schools in Saudi Arabia but this study used respondents in public day secondary schools in Kenya.

Patel and Gandhi (2016) did research on dropping out of girls from schools in rural Gujarat. The observational study was carried out from July 2010 to June 2011 in the country-side region of Vadodara district, Gujarat. The study's sample size was 720 female students enrolled in classes one to seven and data was collected using questionnaires. Findings were; 9.4% of the 720 girls dropped out to take care of siblings, 58.8% to take care of the home, 8.8% due to social restrictions eg. menstruation and marriage, 11.7% due to distance of the school, and 5.8% due to working with parents for financial reason. The study respondents were female students only but this study used both female and male students.

Iddrisu et al. (2017), did research in Tamale Metropolis which focused on girls' dropouts in basic schools in Ghana. It was a case study whose target population was the District Girls Education Officer, parents, school girls, heads of institutions, teachers, and out- of-school girls. The study sample was 20 Primary Schools and 10 Junior High Schools. Interview method was used to gather data and findings disclosed that child prostitution, parental ignorance of the value of girls' education, peer group influence, early marriage, poverty, and teenage pregnancy, were significant reasons why girls dropped out of school. The study was a case study while this study was descriptive in nature.

In Tanzania, gender imbalance in education is a significant problem since independence in 1961. The rate of enrolment for girls is lower and their dropout rates are higher than their male counterparts. Zacharia (2014) carried out research in Korogwe District Secondary Schools on factors that cause gender imbalance in Tanzania education. The research adopted a qualitative research design and involved 43 respondents through focus group discussions and interviews. Inadequate infrastructure, early pregnancies, schools being far from home, poverty, no sex education, and lack of toilets and special rooms for mature girls were found to cause inequality in access to education. The study's sample size was only 43 respondents while 392 respondents participated in this study.

Mwihia and Ongek (2019) conducted a study in Kinangop sub county, Nyandarua county, Kenya, on factors that affect the dropping out of boys from public secondary schools. A descriptive survey research design was utilized in the study and 148 respondents (132 class teachers and 16 heads of institutions) were involved. Findings were that cultural practices favored boys in the African community and that they could make the boys leave school early before completing their studies. The practices include owning assets, inheritance, looking after livestock, and being the head of the family among others. The study involved teachers only and was done in Kinangop sub county while the present study involved students, teachers, and heads of institutions in Kitui central sub county.

2.4 Parental Academic Expectations on the Students and Students' Dropout Rate
Ritter (2015) carried out research work on factors that influence graduation from high school and prepared a brief for the Washington Student Achievement Council. The research reviewed studies that had been done recently to identify those who graduate and those who drop out of high school. It disclosed that the root cause for higher rates of graduation and those for abandoning high school had not changed and they include low GPA; failing one or more classes in the first year; having repeated one or more years in school; and high absenteeism among others. The study involved a review of other studies while this study depended on data collected from respondents.

Asif et al. (2021) investigated the factors related to dropping out of students from high

schools in Malakand District, Pakistan. The study used a research design that involved reviewing of literature and interviewing each student. 422 students were interviewed in 2016 from 1122 who registered in 2012 in Class Six. Logistic regression and statistical modeling were the methods used in analyzing data. The findings were that 30% of the students abandoned school and this was because of individual factors such as; a tendency towards a job, age, deficiency in attention and memory, and poor academic performance. The study's respondents were students only, while the respondents of this current research were principals, class teachers, and students.

Vushe (2018) conducted a qualitative study that explored the individual, schooling, and anatomical factors that play a part in dropping out of high school learners in Philippi. The study adopted an exploratory qualitative approach and the respondents were interviewed face-to-face. The size of the study sample was 15 school dropouts. Discoveries from the research showed that a combination of factors contributed to dropout. The factors could be categorized into structural, schooling, and personal factors. The personal factors that played a part in the decision by the learners to quit school before graduating included grade repetition shame, struggling academically, delinquent behavior, and negative perceptions on the significance of education. The study adopted an exploratory qualitative approach while the present study utilized a descriptive survey research design.

Abisola and Taiwo (2020) conducted research in Akwa Ibom State (Nigeria) on school variables and inclination towards drop out of secondary school students. The study utilized an ex-post facto research design and earmarked 16,639 Senior Secondary School two (SS2) learners. In the study area, six public secondary schools were picked out and a sample of 300 students was selected. Data was gathered using questionnaires while analysis was by a dependent t-test. The study found that the inclination toward dropping out of secondary school students was greatly influenced by co-curricular activities, tests/examinations, teacher-student relationships, and school rules and regulations. An ex-post facto study design was used for the study while a descriptive survey research design was utilized in the current study.

Ringera (2020) did a study in Laikipia East Sub-County, Laikipia County on home and school determinants of school dropout rates in mixed-day secondary schools. In the study, 217 dropped-out students were involved, and a descriptive survey design was employed in the study. Questionnaires were the research instruments. He found that cost implication, the fear to fail exams repeatedly, characteristics of the teachers, how far the school was from home, size of the family, and parents'/guardians' occupation were determinants of school dropout. In the study, respondents were school dropouts in Laikipia county but respondents of this study were still in schools in Kitui county.

2.5 Social Media and Students' Dropout Rate

According to Nyongesa et al. (2019), technologies that enable deliberation, ease social interplay and make possible collaboration across partners constitute social media. Kauser and Awan (2019), conducted a study in Pakistan on how students' academic performance at the graduate level is impacted on by social media. Respondents were 300 final-year students and data were collected using questionnaires. It was found that social media was utilized as a helping tool in studies by the students, however, their studies were badly affected. The study was done on university learners in Pakistan while this research was done on secondary school learners in Kenya.

Luo et al (2020) did a study in Hong Kong, to explore how academic performance in Chinese adolescents related to inside and outside social media behavior. The study which employed a descriptive survey research design utilized Outside School Social Media Behavior (OSSMB) and Inside School Social Media Behavior (ISSMB) scales to survey 560 adolescents. Results showed that OSSMB affected academic performance negatively, while ISSMB predicted academic performance positively. The study involved Chinese adolescents only while this research involved Kenyan adolescents (students) as well as adults (principals and class teachers).

A study done by Kolan and Dzandza (2018) in Legon investigated how academic performance of students in Ghanaian universities was affected by social media. It adopted a descriptive research design and data was gathered from 38000 participants using

questionnaires. 200 respondents were selected using a cluster sampling technique and it was discovered that despite the importance of social media on students' academic life such as spreading knowledge, some students become obsessed with social media which was bad for their school life. This research was a case study on students in universities in Ghana while the present study was a descriptive survey on secondary school students in Kenya.

Tengia (2018), in his study in Moshi Municipality, Tanzania, examines how learning behavior amid students in secondary schools is affected by social media adopted convergent parallel and correlation study design. 3 Municipal Education Officers and 149 participants (5 principals, 6 teachers, 125 students, and 10 parents) took part in the study. Questionnaires, as well as interview schedules, were utilized in data collection. Findings were that social media accessibility had an influence on secondary school students learning behavior through potential fraud, poor class attendance, and wasting of learning time among them. The study in addition to students, teachers, and principals also involved parents and education officers while this current study involved students, teachers, and principals only.

Mwandime (2015) undertook a study in the Westlands sub-county, Nairobi County, to investigate how online social networking sites (SNS) impacted the students' performance in academic work in high schools in urban areas. In the study, a descriptive survey research design was used. 250 respondents were involved and questionnaires and interviews were used as research instruments. The findings were that students mainly look for docutainment on SNS. This was followed by sports, academic/complementary education, sexuality, and finally hard news. The study respondents were only students in the Westlands sub county while this study's respondents were students, principals, and class teachers in Kitui central sub-county.

2.6 Summary of Literature Review

Study findings by Nita et al. (2021), Zeb et al. (2021), Abotsi et al. (2018), and Murage and Kisaka (2018) were in agreement that poverty, low education level of parents and parental economic factors led to students' dropout. Effiong (2019) concluded that parents' attitudes,

parents' socioeconomic status, the size of the family, and the educational background of the parents were major that cause students to drop out of school. These studies were conducted in other countries and the one in Kenya in Kilifi County hence the need to examine the effect of SES on students' dropout rates in Kitui county.

Studies by Alabdulrazaq et al. (2019) and Mwihia and Ongek (2019) found that male students prioritize employment opportunities over education; and that some cultural practices favored boys thus contributing to dropout. Iddrisu et al. (2017), Patel and Gandhi (2016), and Zacharia (2014)) concluded that teenage pregnancy, early marriage, taking care of siblings, and distance school from home were major reasons why girls dropped out of school. There has been no study in Kitui central to examine the effect of student's gender on dropout hence the need for this study.

Studies by Ritter (2015), Asif et al (2021), Vushe (2018), Abisola and Taiwo (2020) in other parts of the world, and Ringera (2020) in Laikipia, Kenya was consistent that failure in examinations contributed to school dropout. An exploration into the influence of academic performance on the dropout rate is therefore required in Kitui central sub county. Studies done by Kauser and Awan (2019), Luo et al (2020), Kolan and Dzandza (2018), Tengia (2018), Mwandime (2015) in other parts of the world showed that social media use by students has some benefits. However, to some extent, there is a distraction of attention and addiction, potential frauds, wasting of learning time, and poor class attendance which badly affects their studies. This is why the researcher wanted to determine the effect of social media on students' dropout rate in Kitui central sub county.

2.7 Theoretical Frame Work

This study was grounded in Systems Theory. The proponent of the theory was an Austrian biologist Ludwig von Bertalanffy (General Systems Theory, 1968) in the 1940s and then advanced by Ross Ashby (Introduction to Cybernetics, 1956). The theory assumes that organizations are social structures that depend on the environment in which they occur for inputs (Katz & Kahn, 1978). The input is in form of information or resources. The input is processed internally, throughput and output is released into the environment to try to bring

back a state of balance in the surrounding. The system then seeks information on this performance to find out if the output was successful in reinstating a state of balance.

All schools are open systems and consist of; inputs which are the students entering the system, a transformation process, outputs, feedback, and the environment. Collective efforts of institutional settings and individuals in the larger community achieve objectives through the existence of schools. We can therefore explain school dropout rates as a product of flawed elements within the education system. School dropout is viewed as a process because these elements are interrelated and do not operate in isolation. Systems theories have strengths that lie in the adaptability, interdependency, and exchange of energy and resources from the different systems. The weakness of the theory lies in its only agreeing with the system's stabilizing changes, thus only slow and steady change can occur instead of radical changes. All in all, the theory is still the best for this research. In the study, systems theory holds that school-related, household and community-related factors that have an effect on students' dropout in public day secondary schools in Kitui Central Sub County emerge from the interactions schools have with their external environment.

2.8 Conceptual Framework

In the conceptual framework, the relationship between determinants of dropout and the rates of dropout is shown in Figure 2.1.

Independent variables   **Dependent variables**
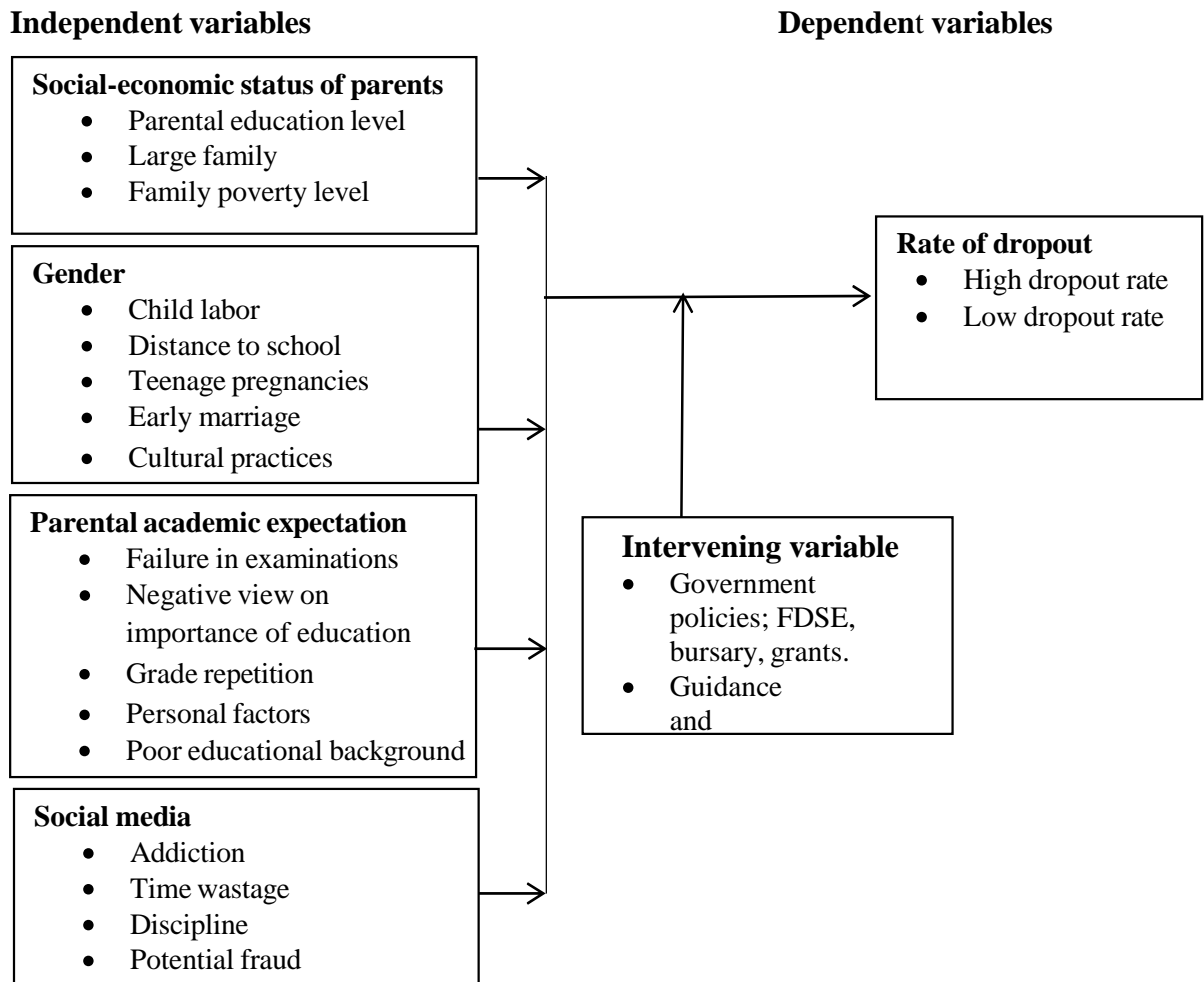
Figure 2.1 Determinants of Dropout Rates and Rate of Dropout

The association between the independent variables (Determinants of students' dropout rate) and the dependent variable (dropout rate) of the study is shown in Figure 2.1.

Parental education level, large family size, and high poverty levels lead to financial constraints, thus making learners' needs not be met and they leave school early.

Parents' low education level makes them ignorant of the benefits of education hence the

high dropout rate. Child labor mainly affects boys resulting to their abandoning school. When the schools are located far from home the girls are more probable to quit school.

Teenage pregnancies and early marriage affect girls making them abandon school. Customary practices like being head of the family, and looking after livestock increase the dropout rate.

Students who fail examinations, have a negative view of the importance of education, and have been made to repeat classes have higher chances of abandoning school. Personal factors (struggling academically, poor educational background) increase dropout rates. Addiction to social media and time wastage on social network sites affects academic performance negatively leading to dropout. Exposure to social media affects students' discipline negatively and increases their potential for fraud thus increasing the risk of school non-completion. The intervening variables would affect the dropout rate if applied. For the Government policies; FDSE, bursaries, and grants, if well disbursed, would reduce the dropout rate. If there is strong guidance and counselling department in the school, it would help the learners deal with the challenges posed by social media and this would lower the dropout rate.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The researcher presented the research design, the target population, sampling techniques and sample size, research instruments, the validity and reliability of the research instrument, data collection procedures, data analysis techniques, and ethical considerations.

3.2 Research Design

A research design is a general plan about what you will do to answer the research question (Saunders et al., 2012). A descriptive survey research design was employed to investigate the determinants of the rate of dropout of students from public day secondary schools in Kitui Central Sub County, Kitui County. A descriptive survey entails gathering data to answer questions about the present situation of the area being studied (Mugenda, 2008). The design was appropriate since it allowed the researcher to collect qualitative as well as quantitative data from a huge number of cases at a set-out period using existing data. The qualitative data allowed the researcher to explore ideas and further explain the quantitative results.

3.3 Target Population

The target population is the specific entity of units, objects, or people to which research findings by a researcher may be generalized reasonably (Mugenda & Mugenda, 2012). Data from Kitui Central SCDE's office (2021) shows that there are 25 public day secondary schools with 5017 students. All 25 principals, all 27 form three class teachers, and all the 1368 form three students in the public day secondary schools in Kitui Central sub county constituted the target population. This gave a total of 1420 participants.

3.4 Sampling Techniques and Sample Size

Kitui Central sub county has 25 public day secondary schools. A census survey was applied to have all the 25 schools involved in the study because the population was small. However, three schools were used in piloting and were not included in the study leaving 22 schools. Purposive sampling was used to sample all 22 principals in the public day secondary

schools and 21 class teachers from the schools with single stream.

One school had two streams and a coin was tossed to select the form three class that would participate in the study. The class teacher who got head when the coin was tossed had the class participating in the study, thus making a total of 22 class teachers. The number of students participating in the study was calculated using the Yamane (1967) formula. The Yamane formula is given below.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{1368}{1 + 1368(0.05)^2}$$

$$n = \frac{1368}{1 + 1368(0.0025)}$$

$$= \frac{1368}{1 + 3.42}$$

$$= \frac{1368}{4.42}$$

$$= 309.5$$

$$\simeq 310$$

The formula gave 310 students who were proportionately picked from the sampled 22 schools that is 22.66% of form three learners from each school. Since the schools were mixed, each gender was to provide half of the participants. The total sample constituted 25.07% of the target population. This was Mugenda (2003) who wrote that a sample representative of the whole population.

Table 3.1: Sampling Frame Table

Respondents	Target population	Sample size	Percentage
Principals	22	22	100.00
Class teachers	22	22	100.00
Students	1368	310	22.66
Total	**1412**	**354**	**25.07**

3.5 Research Instruments

In this study, questionnaires were used to collect data. They were appropriate for gathering information from a large area and were a quick method of collecting data (Smith, 2012). There were three sets of questionnaires; for principals, class teachers, and for students. Each questionnaire was divided into; Section A to collect data on general information of the respondent; Section B to collect data on socio-economic status, Section C to collect data on student's gender, Section D to collect data on parental academic expectations of the students, and finally Section E to collect data on the influence of social media on students' dropout rate.

3.6 Validity of the Research Instruments

Orodho (2012) defines validity as the extent to which the phenomenon being studied is represented by the results obtained from the analyzed data. In this study, the research instruments used were questionnaires for principals, class teachers and students. The face validity of the instruments was ascertained by expert judgment by the university supervisors and experts. Expert judgment is when you call in an expert with a specific area of expertise to get a skilled opinion (Raeburn, 2023). They were consulted when the instruments were being prepared to ensure the objectives were covered by the instruments. In addition, they helped identify the areas of weakness of the instrument which the researcher corrected in order to increase its validity. Content validity was established through piloting. A sample for a pilot study should be 10% of the sample project for the entire study (Connelly, 2008). The piloting was therefore done in three schools within the sub county and it involved questionnaires being administered to three principals, three class teachers and thirty-five students in the three schools. The three schools were excluded from

the study sample. The Pilot study results helped to establish any inconsistencies in the data collection tools which were then eliminated to ensure the instruments' validity.

3.7 Reliability of Research Instruments

Reliability is a measure of the extent to which a research instrument gives congruous results after recurrent trials (Mugenda & Mugenda, 2012). The reliability of the research instrument items was established by the researcher through test re-test technique. The questionnaires were administered to respondents in three schools within the sub county at an interval of two weeks. The test results were then matched up to judge reliability. Pearson's Product Moment formula was used to calculate the correlation coefficients to find out consistency in giving similar answers whenever the tools were used.

Correlation coefficients of r=0.74, r=0.76 and r=0.71 were obtained for the questionnaires for Principals, Class teachers and Students respectively. This meant that 74%, 76% and 71% of the test scores for the principals, class teachers and students respectively were accurate. A reliability coefficient of 0.7 or more is satisfactory (Mugenda and Mugenda, 2003). The Pearson Product-Moment correlation formula is given below:

$$r = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \Sigma(y_i - \bar{y})^2}}$$

where;

r is the correlation coefficient

xi is the value of the x-variable in a sample

$\bar{x}$ is the mean of the values of the x-variable yi is the value of the y-variable in a sample

$\bar{y}$ is the mean of the values of the y-variable

3.8 Data Collection Procedures

The researcher got a letter of introduction from South Eastern Kenya University, Board of Postgraduate Studies (BPS). Before data collection, a permit was obtained from the National Commission for Science, Technology, and Innovation (NACOSTI). Authority to gather data from the schools was got from the Deputy County Commissioner (DCC) and

SCDE, Kitui Central sub county, and a letter of introduction to the principals. The researcher visited the public day secondary schools to explain the aim of the study and request the go-ahead to administer the questionnaires in person to the heads of institutions, teachers, and students.

3.9 Data Analysis Techniques

The study yielded qualitative as well as quantitative data which was compiled and coded for analysis (Smith, 2012). Descriptive and inferential statistics were used to analyze the data using Statistical Package for Social Sciences (SPSS) version 26. Quantitative data was displayed in percentages and frequency distribution tables. Pearson Product Moment Coefficient was used to analyse the relationship between the dependent and independent variables. A correlation coefficient of 0.3 or below shows a weak relationship, between 0.4 and 0.6 is a moderate relationship, while 0.7 and above shows a strong relationship. Open-ended questions gave qualitative data which was transcribed into themes and reported in narratives.

3.10 Ethical considerations

To ensure academic ethics, the researcher sought authorization from SEKU BPS and obtained a permit for collecting data in the Republic of Kenya from NACOSTI. The researcher also sought permission from the DCC and SCDE Kitui Central Sub County and principals of the schools before collecting data from the teachers and students. The respondents were allowed to give consent to participate and omit their names and those of their institutions in the questionnaires for confidentiality. Acknowledgment by citing all literature read and referred to was also done to avoid plagiarism.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

The data that was obtained during the study was analysed, presented and interpreted in this chapter. The aim of the research was to investigate the determinants of the rate of dropout of students in public day secondary schools in Kitui Central Sub-County, Kitui County, Kenya. Descriptive statistics were used to analyse the data that was collected and compiled. It was then presented in tables. The chapter is presented as per the research objectives with key findings and interpretation being based on the aim of the research.

4.2 Research Instrument Return Rate

354 respondents were targeted in this study and they were, 22 principals, 22 class teachers, and 310 students. The participants were issued with questionnaires to fill out and return them back to the researcher. The questionnaire return rate is presented in Table 4.1.

Table 4.1: Questionnaire Response Rate

Respondents	Questionnaires Returned	Questionnaires not Returned	Total Percentage
	F (%)	F (%)	F (%)
Principals	22 (100%)	0 (0%)	22 (100%)
Class teachers	22 (100%)	0 (0%)	22 (100%)
Students	299 (96.5%)	11 (3.5%)	310 (100%)
TOTAL	**343 (96.9)**	**11 (3.5%)**	**354 (100)**

From Table 4.1, all the questionnaires sent to the respondents were 354. All 22 principals, all 22 class teachers, and 299 students representing 96.5% of the students completed and sent back the questionnaires. Only 11 students representing 3.5% of the students failed to fill and return their questionnaires. Hence, out of 354 questionnaires, 343 representing 96.9% were filled and returned. According to Mugenda (2012), 70% and above response rate is good enough in any research. Therefore, considering that 96.9% of all the respondents completed and sent back the questionnaires as requested, this return rate was

sufficient.

4.3 Demographic Information of the Respondents

The study wanted to examine the basic information of the participants in the public day secondary schools in Kitui central Sub County.

4.3.1 Respondents' Gender

The researcher wanted to find out the respondents' gender and Table 4.2 presents the responses.

Table 4.2: Responses by Principals, Class Teachers and Students on their Gender

Gender	Principals		Teachers		Students	
	F (%)		F (%)		F (%)	
Male	13 (59.1)		12 (54.5)		170 (56.9)	
Female	9 (40.9)		10 (45.5)		129 (43.1)	
TOTAL	**22 (100)**		**22 (100)**		**299 (100.0)**	

From Table 4.2, 13 or 59.1% of the principals were male while nine, or 40.9% were female. 12 class teachers same as 54.5% of the class teachers were males while the rest, 10 equivalent to 45.5% were females. Students' responses on their gender showed that 170 students equivalent to 56.9% were males while 129, same as 43.1% were females. This revealed that in each category of respondents, males were more than females. The gender of principals and class teachers were almost the same number since the difference between males and females in each category was less than 10%. However, the female students were less than the male students by 13.8%. This meant that in Kitui Central Sub-County, boys were more than girls in the public day schools hence the assumption that male students may also have had more school drop-out cases. The gender of the respondent is important in research because the way males and females respond to questions is not the same. In addition, it was necessary to know the gender of the respondent to ascertain that the research was gender sensitive and not biased.

4.3.2 Age of Respondents

The researcher wanted to know the principals', class teachers', and students' age. Table **4.3** presents their responses.

Table 4.3: Responses by Principals, Class Teachers, and Students on their Age

Age in years	Principals	Class Teachers	Students
	F (%)	F (%)	F (%)
Below 40	1 (4.6)	9 (40.9)	299 (100)
40 – 45	9 (40.9)	6 (27.3)	0 (0)
46 - 50	6 (27.3)	4 (18.2)	0 (0)
51 - 55	4 (18.2)	2 (9.1)	0 (0)
Above 55	2 (9.1)	1 (4.5)	0 (0)
TOTAL	**22 (100)**	**22 (100)**	**299 (100)**

Table 4.3 shows that a greater number of the schools' heads of institutions, nine or 40.9% were between 40-45 years old. They were followed by those aged 46-50 years who were six or 27.3%. Those of the age bracket 51-55 years were four representing 18.2%, while those above 55 years were two which is equivalent to 9.1%. Only one principal, representing 4.5% was below 40 years. These study findings reveal that 21 out of the 22 principals were above 40 years and therefore were mature enough to understand and respond to all students' issues relating to school drop-out and academic performance as required by the study. The responses from class teachers show that many of them, nine, representing 40.9% are below 40 years. They were followed by those aged 40-45 years who were six, equivalent to 27.3%. Those aged 46-50 years were four or 18.2%, while two representing 9.1% of the class teachers were aged 51-56 years. Only one teacher, representing 4.5% of the class teacher was above 55 years. Based on these findings 19 out of 22 class teachers were 50 years of age or below, hence young and able to understand better the issues and challenges the students were going through including dropout. All (299) the students were below 40 years hence the principals and class teachers would be familiar with the challenges they are going through. The age of the respondent was

important because the knowledge and experience of a person about a topic or subject is often determined by his or her age.

4.3.1 Highest Level of Education of the Principals and Class Teachers

The researcher wanted to know the highest level of education of the heads of institutions and the class teachers. Table 4.4 presents the information gathered from them.

Table 4.4: Responses by principals and class teachers on their highest level of education

Highest Education Level	Principal		Class teacher	
	F	(%)	F	(%)
Ph.D.	0	(0.0)	0	(0.0)
Master's Degree	2	(9.1)	2	(9.1)
Bachelor's Degree	18	(81.8)	17	(77.3)
Diploma	2	(9.1)	3	(13.6)
TOTAL	**22**	**(100)**	**22**	**(100)**

Table 4.4 shows that many school principals, 18 representing 81.8% have a Bachelor's degree. Those with a Master's degree and those with Diploma were the same number two, which is equivalent to 9.1%. The class teachers showed a similar distribution in their academic qualifications. 17 of them representing 77.3% had a Bachelor's degree, two representing 9.1% had a Master's degree, and three representing 13.6% had a diploma. None of the principals and class teachers had a Ph.D. The principals and class teachers therefore, have good levels of education and hence can make informed decisions on education matters and school-related drop-out parameters affecting students in their particular schools.

4.3.2 Principals' Length of Service in Present Station

The researcher sought information on how long the principal had been in the current station. The responses given by the principals on their duration of stay in the current station

are shown in Table 4.5

Table 4.5: Responses by principals on the length of stay in the current station

Duration	Frequency	Percentage
5 years and below	8	36.4
6 – 10 years	13	59.1
11 – 15 years	1	4.6
16 and above	0	0
TOTAL	**22**	**100**

Table 4.5 reveals that eight principals representing 36.4% of the heads of institutions in public day secondary schools in Kitui Central Sub-County had been in the current station for five years and below. 13 of the principals representing 59.1% had been in their stations for between six and 10 years, while one or 4.6% had been in the station for between 11 and 15 years. No principal had been in the station for more than 15 years. It can therefore be observed that many of the heads of institutions, 14 had been in their stations for more than five years and were therefore familiar with students' school issues in these stations.

4.3.3 Duration of Service as a Teacher

The investigator wanted to know for how long the class teacher had been in teaching service. Table 4.6 shows the responses of the class teachers.

Table 4.6: Responses by Class Teachers on the duration of service as a teacher

Duration	Frequency	Percentage
5 years and below	2	9.1
6 – 10 years	9	40.9
11 – 15 years	5	22.7
16 – 20 years	4	18.2
Over 20 years	2	9.1
TOTAL	**22**	**100 %**

Table 4.6 shows that many teachers, nine or 40.9% had taught between 6-10 years; coming after them were five or 22.7% of the teachers who had taught for 11-15 years. Those who had taught for16-20 years were four or 18.2%. Teachers who had taught for less than five years as well as those who had taught for over 20 years were the least, two or 9.1% for each category. This meant that most of the teachers,20, representing 90.9% had long teaching experience (over five years) and hence knew and understood well students' issues including dropouts in their respective schools.

4.4 Responses on Dropouts

The researcher sought to know from the students and class teachers the number of students from the class who had dropped out of school since the learners joined form one. Table 4.7 shows their responses.

Table 4.7 Responses by class teachers and students on number of students in the class who had dropped out of school

Number of Dropped out Students

Respondents	Males		Females		Total	
	F	(%)	F	(%)	F	(%)
Class Teachers	325	(57.6)	239	(42.4)	564	(100)
Students	208	(64.0)	117	(36.0)	325	(100)

Table 4.7 on responses by both class teachers and the students on students' dropout reveal that more male students dropped out of school compared to the female students. Class teachers' responses gave a higher number of dropouts, 325 males and 239 females compared to the students' responses which gave 208 males and 117 females. According to these responses, male dropout rate from the class teachers' responses was 57.6% while that of female learners was 42.4%. From the students' responses, male learners' dropout rate was 64% while that of the female learners was 36%. Despite the difference in number of dropouts given by the class teachers and students, their responses show that the males are

more likely to drop out of school than the females. The differences in the number of dropouts recorded by the class teachers and the students were most likely due to the fact that the class teachers were relying on the records kept in the school while the students were relying on their memory of colleagues who were no longer in the class.

4.5 School Fees Payment for the Student

The researcher needed to know from the students the person who was paying the student's school fees. Table 4.8 shows the students' responses.

Table 4.8 Responses by students on who was paying school fees for the student

	Frequency	Percent	Valid Percent	Cumulative Percent
Parents	248	82.9	82.9	82.9
Sponsor	28	9.4	9.4	92.3
Siblings	15	5.0	5.0	97.3
Guardian	8	2.7	2.7	100.0
Total	**299**	**100.0**	**100.0**	

From Table 4.8, most of the students, 248 representing 82.9% had their fees paid by their parents. 28 of them, which is 9.4% had sponsors paying their school fees, 15 of them equivalent to 5.0% had their fees paid by a guardian, while eight representing 2.7% had their fees paid by their siblings. Since majority of the students, 263 representing 87.9% depended on the family, either parent or sibling for fees payment, the characteristics of the family would determine if the students stayed in school or dropped out.

4.6 Parents' Socio-economic Status and Students' Drop-Out Rate

The researcher wanted to know how the socio-economic status of parents influences the rate of dropout of students in public day secondary schools.

4.6.1 Education Level of the Parents

The researcher sought to know from the students the highest education level of their parents and their responses were presented in Tables 4.9 and 4.10.

Table 4.9: Responses by students on father's highest level of education

	Frequency	Percent	Valid Percent	Cumulative Percent
Tertiary level	10	3.3	3.3	3.3
Secondary	122	40.8	40.8	44.1
Primary	165	55.2	55.2	99.3
None	2	0.7	0.7	100.0
Total	**299**	**100.0**	**100.0**	

Table 4.9 shows that many fathers, 165 representing 55.2% had only attended primary school. They were followed by those who had gone to secondary school at 122, representing 40.8%. The information further shows that 10 fathers equivalent to 3.3% had tertiary level education while two representing 0.7% had not attained any formal education.

Table 4.10 Responses by students on mother's highest level of education

	Frequency	Percent	Valid Percent	Cumulative Percent
Tertiary level	0	0	0	0
Secondary	122	40.8	40.8	40.8
Primary	177	59.2	59.2	100.0
None	0	0	0	100.0
Total	**299**	**100.0**	**100.0**	

From Table 4.10, there was no mother with tertiary level education, but all had at least attended school. Most of the mothers, 177 representing 59.2% went up to primary school while the remaining 122 representing 40.8% went up to secondary school. This shows that although the mothers had some education, it was low (primary education).

4.6.2 Members of the Student's Family

The researcher wanted information about the family members in the student's family and the responses are presented in Table 4.11.

Table 4.11: Responses by students on the number of members in the family

	Frequency	Percent	Valid Percent	Cumulative Percent
Up to 4 members	35	11.7	11.7	11.7
5 to 8 members	242	80.9	80.9	92.6
9 to 12 members	19	6.4	6.4	99.0
13 members and above	3	1.0	1.0	100.0
Total	**299**	**100.0**	**100.0**	

The information gathered and shown in Table 4.11 reveals that most of the students, 242 representing 80.9% came from families with five to eight members. Students who came from small families with four members or less were 35 or 11.7%. 19 students, representing 6.4% came from families with nine to 12 members while three students, equivalent to 1.0% came from large families with 13 or more members. It can therefore be concluded that most of the students, 264 representing 88.3%, came from relatively large families with five and above family members.

4.6.3 Total Monthly Gross Income of the family

The researcher requested to know the total monthly gross income of the family from the students. The information given was shown in Table 4.12.

Table 4.12: Responses by students on the monthly gross income of the family

Gross income (thousand)	Frequency	Percent	Valid Percent	Cumulative Percent
1 – 4	152	50.8	50.8	50.8
5 – 9	58	19.4	19.4	70.2
10 – 14	34	11.4	11.4	81.6
15 – 19	22	7.4	7.4	89.0
25 –30	21	7.0	7.0	96.0
above 30	12	4.0	4.0	100.0
Total	**299**	**100.0**	**100.0**	

From Table 4.12, majority of the families, 152 representing 50.8% are very poor as they earn less than four thousand per month. It was also observed that 58 or 19.4% of the families earn 5-9 thousand per month, 34 or 11.4% of the families earn 10-14 thousand per month, while 22 representing 7.4% of the families earn 15-19 thousand in a month. In addition, 22 families representing 7.0% of the families earn 25-30 thousand while 12, or 4.0% of the families earn above 30,000 shilling per month.

4.6.4 Number of Days Student Missed School because of School Fees

The researcher sought to know from the students the number of days the student had missed school because of school fees non-payment. The responses by the student are presented in Table 4.13.

Table 4.13 Responses by Students on Number of Days Student was Absent from School due to School Fees

Number of Days Absent	Number of Students F	Percentage %	Cumulative Percentage %.
0	37	12.4	12.4
1-5	94	31.4	43.8
6-10	133	44.5	88.3
11-15	23	7.7	96.0
Over 15	12	4.0	100.0

Table 4.13 shows that only 37 students representing 12.4% of the students did not miss school due to school fees. Those who missed school for five days or less were 94 representing 31.4% of the students. Most of the students, 133 representing 44.5% of the students missed school for six to ten days. 23 students equivalent to 7.7% of the students missed school for between 11 and 15 days while those who missed school for over 15 days were 12 representing 4.0% of the students.

4.6.4 Action Taken on Students Whose School Fees were not Paid on Time

The investigator wanted to know from the principals and class teachers, the action that was taken on students who do not pay school fees on time. Table 4.15 shows their responses.

Table 4.14: Responses by principals and class teachers on action taken on students whose fee is not paid on time

Action Taken			Principals				Class teachers	
Yes			No		Yes		No	
	F	(%)	F	(%)	F	(%)	F	(%)
Send them home	20	(90.9)	2	(9.1)	22	(100.0)	0	(0.0)
Give parents more time to pay	12	(54.5)	10	(45.5)	15	(68.2)	7	(31.8)
Call the Parent(s)	3	(13.6)	19	(86.4)	4	(18.2)	18	(81.8)

From Table 4.14, the main action taken on the students whose fees were not paid in time was to send them home to collect school fees. This is based on the fact that 20 principals representing 90.9% and all the class teachers said YES as opposed to two or 9.1% of the principals and zero percent of the class teachers who said NO. It was also observed that in many schools, parents were given more time to pay the fees hence paying in instalments. This is proved by the responses by the principals and class teachers where 12 principals representing 54.5% and 15 class teachers equivalent to 68.2% said parents were given more time to pay. However, in most of the schools, parents were not called on school fees. This is because 19 or 86.4% of the principals and 18 or 81.8% of the class teachers responded NO to the statement. Those who said parents were called on school fees were three principals equivalent to 13.6% and four class teachers representing 18.2%.

4.7 Influence of Gender on Students' Dropout Rate in Public Day Secondary Schools

4.7.1 Gender More Probable to Drop out of School

The researcher needed to know from all the respondents; principals, class teachers, and students the gender that was more likely to abandon school. The responses they gave are presented in Table 4.15.

Table 4.15: Responses by principals, class teachers, and students on gender more probable to drop out of school

Gender likely to drop out	Principals F (%)	Class teacher F (%)	Students F (%)
Males	19 (86.4)	16 (72.7)	179 (59.9)
Females	3 (13.6)	6 (27.3)	120 (40.1)
Total	**22(100.0)**	**22(100.0)**	**299 (100.0)**

From Table 4.15, most of the principals 19 or 86.4%, most of the class teachers 16 or 72.7%, and most of the students 179 or 59.9% said the gender most likely to abandon school were males. Only three principals representing 13.6%, six class teachers representing 27.3%, and 120 students representing 40.1% said the female gender was more likely to abandon school.

4.7.2 : Reasons that may Make a Student Drop out of School

The researcher requested the principals, class teachers, and students to rank (1 to 5) the suggested reasons that may make a student drop out of school. The responses they gave are presented in Table 4.16

Table 4.16: Ranking by principals, class teachers, and students of reasons that may make a student drop out of school

Reasons	Principals			Class teacher			Students					
	F	(%)	Rank	F	(%)	Rank	F	(%)	Rank	F	(%)	Rank
Do casual/farm work	4	(18.2)	3	6	(27.3)	2	68	(22.7)	2	78	(22.7)	2
Drug/substance abuse	6	(27.3)	2	5	(22.7)	3	45	(15.1)	3	56	(16.3)	3
Distance to school	1	(4.5)	5	1	(4.5)	5	12	(4.0)	5	14	(4.1)	5
Pregnancy/Marriage	9	(40.9)	1	8	(36.4)	1	147	(49.2)	1	164	(47.8)	1
Look after siblings	2	(9.1)	4	2	(9.1)	4	27	(9.0)	4	31	(10.4)	4
TOTAL	**22**	**(100.0)**		**22**	**(100.0)**		**299**	**(100)**		**343**	**(100.0)**	

From the responses in Table 4.16, all the suggested reasons could make a student drop out of school. Nine principals representing 40.9% ranked pregnancy/marriage as the major reason why students abandoned school. This was followed in order by drug/substance abuse which was selected by six or 27.3% of the principals, doing casual/farm work which was selected by four or 18.2%, looking after siblings which was selected by two or 9.1%, and the least likely reason for dropout was the distance to school which was selected by one or 4.6% of the principals. Responses by the class teachers gave pregnancy/early marriage as the main reason for school dropout. This was picked by eight teachers representing 36.4% of the class teachers. It was followed in order by; doing casual/farm work which was selected by six or 27.3% of the teachers, drugs/substance abuse selected by five or 22.7%, looking after siblings chosen by two representing 9.1%, and least likely reason according to the teachers was distance to school which was selected by one representing 4.5% of the class teachers.

The students ranked the reasons for dropout in order from the most likely (1) to the least

likely (5) as; pregnancy/marriage which was picked by 147 or 49.2% of the students, doing casual/farm work chosen by 68 or 22.7%, drugs/substance abuse selected by 45 or 15.1%, looking after siblings chosen by 27 or 9.0%, and the least likely was distance to school which was chosen by 12 or 4.0%. Using the combined frequencies of the principals, class teachers and students, the ranking of the reasons likely to make a student drop out of school from most likely to the least likely were; pregnancy/marriage.

(1) picked by 164 or 47.8%, do casual/farm work (2) picked by 78 or 22.7%, drug/substance abuse (3) chosen by 56 or 16.3%, look after siblings (4) selected by 31 or 10.4%, and distance to school (5) which was picked by 14 or 4.1%.

4.8 Parental Academic Expectations of the Students and their Dropout Rate in Public Day Secondary Schools

The researcher wanted to establish how parental academic expectations of the students influence the students' drop-out rate.

4.8.1 Grade the Parents Expected the Students to Score in Exams

The researcher sought to know from the students the grade the parent(s) expected them to score in exams. The students' responses are presented in Table 4.17.

Table 4.17: Responses by students on grade the parent(s) expected them to score in exams

GRADE TO BE SCORED	NUMBER OF STUDENTS F	PERCENTAGE %
A	287	96.0
B	12	4.0
	299	**100.0**

From Table 4.17 most the students 287, representing 96.0% of the students had their parents expecting them to score grade A. 12 parents equivalent to 4.0% expected the students to score grade B. None (0.0%) of the parents wanted their children to score grade C, D or E.

4.8.2 Academic Factors that may lead to Students' Drop out.

The principals and class teachers were given academic parameters that could affect the dropout rate in public day secondary schools. They were requested to show their level of agreement with the statements on the Likert scale; Strongly Agree (SA), Agree(A), Neutral(N), Disagree(D), and Strongly Disagree (SD). The responses by principals and class teachers are presented in Tables 4.18 and 4.19 respectively.

Table 4.18: Responses by principals on the influence of given academic factors on students' dropout rate in public day secondary schools

SA- Strongly agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly disagree

S/N	ITEMS	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)
1.	Low grades by the student can make a student drop out of school	16 (72.7)	2 (9.1)	0 (0)	2 (9.1)	2 (9.1)
2.	Too much homework and class assignments can make a student drop out of school	6 (27.3)	4 (18.2)	1 (4.5)	5 (22.7)	6 (27.3)
3.	Repetition of classes can also make a student drop out of school	10 (45.5)	8 (36.4)	0 (0)	1 (4.5)	3 (13.6)
4.	Very high parents' expectations can make slow students drop out of school	11 (50.0)	6 (27.3)	0 (0)	2 (9.1)	3 (13.6)
5.	Poor educational background of parents can make a student drop out of school	8 (36.4)	6 (27.3)	0 (0)	4 (18.2)	4 (18.2)

Table 4.18 shows that 16 principals representing 72.7% of the principals strongly agreed while 9.1% agreed that low grades by the student can make a student drop out of school. Those who strongly disagreed or disagreed were two or 9.1% in each category. Six principals representing 27.3% of the principals strongly agreed while four or 18.2% of the principals agreed that too much homework and class assignments can make a student abandon school. A further six or 27.3% strongly disagreed, five, or 22.7% disagreed and one, or 4.5% of the principals were neutral on the same. On whether repetition of classes can make a student drop out of school, 10 principals representing 45.5% of the principals strongly agreed while 8, or 36.4% agreed. Those who strongly disagreed were three or 13.6% while one or 4.5% disagreed on repetition making students drop out of school. 11 principals representing 50.0% of the principals strongly agreed while six or 27.3% agreed that very high parents' expectations can make slow students drop out of school. Two principals representing 9.1% of the principals disagreed while three or 13.6% strongly disagreed with parental academic expectations on students leading to dropout. When the principals were asked whether the poor educational background of parents can make a student drop out of school, eight principals representing 36.4% strongly agreed, six or 27.3% agreed, while four representing 18.2% of the principals disagreed or strongly disagreed.

Responses by class teachers on their level of agreement on how the given academic parameters may influence students' dropout rate in public day secondary schools are shown in Table 4.19.

Table 4.19: Responses by class teachers on the influence of given academic parameters on students' dropout rate in public day secondary schools

SA- Strongly agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly disagree

S/N	ITEM	SA F (%)	A F (%)	N F (%)	D F (%)	S F (%)
1.	Low grades by the student can make a student drop out of school	14 (63.6)	2 (9.1)	0 (0)	3 (13.6)	3 (13.6)
2.	Too much homework and class assignments can make a student drop out of school	3 (13.6)	4 (18.2)	1 (4.5)	5 (22.7)	9 (40.9)
3.	Repetition of classes can also make a student drop out of school	12 (54.5)	0 (0)	0 (0)	2 (9.1)	8 (36.4)
4.	Very high parents' expectations can make slow students drop out of school	12 (54.5)	5 (22.7)	0 (0)	3 (13.7)	2 (9.1)
5.	Poor educational background of parents can make a student drop out of school	5 (22.7)	9 (40.9)	0 (0)	5 (22.7)	3 (13.6)

Table 4.19 shows that 14 class teachers representing 63.6% of the class teachers strongly agreed while two or 9.1% agreed that low grades by the student can make a student drop out of school. Those who strongly disagreed or disagreed were three or 13.6% for each category. Three class teachers representing 13.6% of the class teachers strongly agreed while four or 18.2% agreed that too much homework and class assignments can make a student drop out of school. Five representing 22.7% of the class teachers disagreed while nine or 40.9% strongly disagreed on the same statement. However, one class teacher representing 4.5% of the class teachers did not agree or disagree. On whether repetition of classes can make a student drop out of school, 12 class teachers representing 54.5% of the class teachers strongly agreed, five or 36.4% strongly disagreed while two, or 9.1% disagreed. 12 class teachers equivalent to 54.5% of the class teachers strongly agreed while five or 22.7% agreed that very high parents' academic expectations of the students can make slow students drop out of school. Another three or 13.7% of the class teachers disagreed while two or 9.1% strongly disagreed with the statement. When the participants were asked if poor educational background of parents can make a student drop out of school, five class teachers representing 22.7% of the class teachers strongly agreed while nine, or 40.9% agreed. Those who strongly disagreed with the statement were three or 13.6% while five class teachers representing 22.7% disagreed.

4.8.3   Action Taken on Students who do not Perform Well in Exams

The investigator wanted to know from the class teachers the action taken on students who did not perform well in exams. Table 4.20 shows their responses.

Table 4.20: Responses by class teachers on action taken on poor performers in school

ACTION TAKEN	YES		NO	
	F	(%)	F	(%)
Call the parent to discuss the performance	18	(81.8)	4	(18.2)
Make the student repeat the class	2	(9.1)	20	(90.9)
Have the student come for holiday tuition	3	(13.6)	19	(86.4)

Table 4.20 indicates that in most schools, parents are called to the school to discuss performance when the students do not perform well. This is based on the fact that 18 teachers representing 81.8% responded YES while 18.2% responded NO. 20 teachers representing 90.9% said students are not made to repeat classes in case of poor performance while two, equivalent to 9.1% responded YES to forced class repetition. When asked if the poor performers were made to go for holiday tuition, 19 class teachers representing 86.4% of the class teachers responded NO while three, the same as 13.6% of the class teachers responded YES.

The researcher investigated the principals' responses on their level of agreement with the action taken on students who do not perform well in exams and presented the responses in Table 4.21.

4.21: Responses by principals on action taken on students who do not perform well in exams

Measure taken	Greatly agree	Agree	Don't agree	Greatly disagree
	1	5	5	11
Being forced to repeat classes	(4.5%)	(22.7%)	(22.7%)	(50%)
Being told to bring a parent to school	11 (50%)	8 (36.4%)	2 (9.1%)	1 (4.5%)
Being made to go to school over the holiday for remedial classes	2 (9.1%)	3 (13.6%)	3 (13.6%)	14 (63.6%)

From the responses in table 4.21, 11 or 50% of the principals greatly disagreed with students being forced to repeat classes while one, or 4.5% greatly agreed. Five representing 22.7% agreed and the same number five or 22.7% disagreed with the action. On students being told to bring a parent to school when they do not perform well in exams, one principal representing 4.5% greatly disagreed, two or 9.1% disagreed, eight or 36.4% agreed while 50% greatly agreed with the action. 14 principals representing 63.6% of the principals greatly disagreed with students being made to go to school over the holiday for remedial classes while three or 13.6% disagreed with the action. Those who agreed with the action were three or 13.6% while another two or 9.1% greatly agreed. However, it should be noted that some of these actions such as forced repetition and holiday remedial classes are against the government education policy though they are being used in some schools.

The researcher wanted to establish from the students how much they agreed with particular actions taken on students who did not perform well in the exam. Table 4.22 presents the students' responses.

Table 4.22: Responses by students on action taken on poor performers in school

Measures taken	Greatly agree	Agree	Don't agree	Greatly disagree
Being forced to repeat classes	0 (0.0%)	6 (2.0%)	36 (12.0%)	257 (86.0%)
Being told to bring a parent to school	15 (5.0%)	9 (3.0%)	72 (24.1%)	203 (67.9%)
Coming to school over the holiday for remedial classes	0 (0.0%)	0 (0.0%)	108 (36.1%)	191 (63.9%)

From Table 4.22, 257 or 86.0% of the students greatly disagreed with students being forced to repeat classes while 36, or 12% disagreed. No student greatly agreed with the action but six or 2.0% agreed. On students being told to bring a parent to school when they do not perform well in exams, 203, or 67.9% greatly disagreed while 72 representing 24.1% disagreed. The students who greatly agreed with the action were 15 representing 5.0% while nine or 3.0% of them agreed. None of the students greatly agreed or agreed with students being made to come to school over the holiday for remedial classes when they do not perform well in the exam. However, 191 or 63.9% of the students greatly disagreed while 108 or 36.1% of them disagreed.

4.9 Social Media and Students' Dropout Rate in Public Day Secondary Schools The researcher investigated if social media such as the Internet, WhatsApp, Twitter, TikTok, Facebook, Instagram, and Google search among others influenced students' academic work and dropout rate. The researcher required the respondents to show how much they agreed with the given statements. The responses by the principals, class teachers and students

on their level of agreement with these statements are presented in tables 4.23, 4.24, and 4.25 respectively.

Table 4.23: Responses on the influence of social media on students' dropout rate by principals

Statements	S A		A		D		S D		Total
	F	(%)	F	(%)	F	(%)	F	(%)	F(%)
1. Addiction to online social networks is a serious issue that affects students' academic life	17(77.3)		5(22.7)		0(0.0)		0(0.0)		22(100)
2. Students spent a lot of time Online on non-academic	10(45.5)		9(40.9)		2(9.1)		1(4.5)		22(100)
3. Engaging in social media increases student's indiscipline	7(31.8)		8(36.4)		4(18.2)		3(13.6)		22(100)
4. Social media contributes to cheating in National exams	11(50.0)		7(31.8)		2(9.1)		2 (9.1)		22(100
5. Student's academic performance will not improve even if they stop using social media	3(13.6)		2(9.1)		6(27.3)		11(50.0)		22(100)

From Table 4.23, addiction to online social networks is a serious issue that affects student's academic life, 17 principals representing 77.3% strongly agreed while five representing 22.7% agreed. No principals disagreed with the statement. That students spent a lot of time online on non-academic work, 10 principals representing 45.5% strongly agreed while nine, equivalent to 40.9% agreed. Two principals representing 9.1% disagreed while one principal or 4.5% strongly disagreed with the statement. The heads of institutions who strongly agreed that engaging in social media increases students' indiscipline were seven

representing 31.8%, eight or 36.4% agreed, four or 18.2% disagreed, and three representing 13.6% of the heads of institutions strongly disagreed. The researcher sought to know if social media contributes to cheating in national exams. 11principals representing 50.0% strongly agreed with the statement while seven or 27.3% agreed. Two principals representing 9.1% disagreed and the other two principals or 9.1% strongly disagreed with the statement. On the variable, students' academic performance not improving even if they stopped using social media, three principals representing 13.6% strongly agreed while two equivalent 9.1% agreed. Principals who disagreed with the statement were six or 27.3% while 11 representing 50.0% strongly disagreed.

Table 4.24: Responses on the influence of social media on students' academic performance and dropout by class teachers

Statements	S A		A		D		S D		Total
	F	(%)	F	(%)	F	(%)	F	(%)	F(%)
1. Addiction to online social networks is a serious issue that affects students' academic life	15(68.2)		4(18.2)		1(4.5)		9(9.1)		22(100)
2. Students spent a lot of time Online on non-academic	12(54.5)		10(45.5)		0(0.0)		0(0.0)		22(100)
3. Engaging in social media increases student's indiscipline	9(40.9)		4(18.2)		5(22.7)		4(18.2)		22(100)
4. Social media contributes to cheating in National exams	16(72.7)		6(27.3)		0(0.0)		0 (0.0)		22(100
5. Student's academic performance will not improve even if they stop using social media	2(9.1)		4(18.1)		8(36.4)		8(36.4)		22(100)

From Table 4.24, addiction to online social networks is a serious issue that affects students' academic life, 15 teachers representing 68.2% of the class teachers strongly agreed while four representing 18.2% agreed. Those who strongly disagreed were two or 9.1%, while one class teacher, equivalent to 4.5% of the class teachers disagreed. That students spent a lot of time online on non-academic work, 12 class teachers representing 54.5% strongly agreed while 10, equivalent to 45.5% agreed. None of the teachers disagreed with this statement. The teachers who strongly agreed that engaging in social media increases students' indiscipline were nine representing 40.9%, four or 18.2% agreed, five or 22.7% disagreed, and four representing 18.2% strongly disagreed. The researcher too sought to know if social media played a role in cheating in national exams. 16 teachers representing 72.7% strongly agreed with the statement while six or 27.3% agreed. No teachers disagreed with the statement. On the parameter, students' academic performance not improving even if they stopped using social media, two teachers representing 9.1% of the class teachers strongly agreed; four or 18.2% agreed; eight or 36.4% disagreed; and eight representing 36.4% of the teachers strongly disagreed.

Table 4.25: Responses on the influence of social media on students' dropout rate by students

Statements	S A F	(%)	A F	(%)	D F	(%)	S D F	(%)	Total F(%)
1. Addiction to online social networks is a serious issue that affects students' academic life	38	(12.7)	136	(45.5)	57	(19.1)	68	(22.7)	299(100)
2. Hours spent online can never be compared to the number of hours students spend reading.	77	(25.8)	122	(40.8)	35	(11.7)	65	(21.7)	299(100)
3. Students usually have unlimited access to Facebook and other sites and this has affected their discipline negatively.	27	(9.0)	24	(8.0)	51	(17.1)	197	(65.9)	299(100)
4. Students' engagement in WhatsApp and other sites has made students cheat in examinations	19	(6.4)	38	(12.7)	129	(43.1)	113	(37.8)	299(100)
5. Students' academic performance will not improve even if they stop using social media	187	(62.5)	57	(19.1)	28	(9.4)	27	(9.0)	299(100)

From Table 4.25, addiction to online social networks is a serious issue that affects their academic life, 38 students representing 12.7% strongly agreed while 136 representing 45.5% agreed. Those students who strongly disagreed were 68 or 22.7% while 57 students, equivalent to 18.1% disagreed. The students' responses on hours spent online not being able to compare to the number of hours spend reading, 77 representing 25.8% of the students

strongly agreed while 122, equivalent to 40.8% agreed. 35 students representing 11.7% disagreed with the statement while 65students, equivalent to 21.7% strongly disagreed. The students who strongly agreed that unlimited access to Facebook and other sites affected their discipline negatively were 27 representing 9.0% of the students while those who agreed were 24, equivalent to 8.0%. However, 197 representing 65.9% of the students strongly disagreed while 51 students, or 17.1% disagreed. On engaging in WhatsApp and other sites making students cheat in examinations, 113 students representing 37.8% strongly disagreed while 129, or 43.1% disagreed. Those who strongly agreed that WhatsApp and other sites make students cheat in exams were 19, equivalent to 6.4% of the students while 38 students representing 12.7% agreed. On the parameter, students' academic performance not improving even if they stopped using social media, 187 students representing 62.5% of the students strongly agreed while 57 students equivalent to 19.1% agreed. Those who strongly disagreed were 27 representing 9.0% and 28 students representing 9.4% of the students disagreed.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1.Introduction

In the chapter, the research findings and their interpretation as per the aims of the study are presented.

5.2.Summary of the Study

This study examined the determinants of students' dropout rate in public day secondary schools in Kitui Central Sub-County, Kitui County, Kenya. The study involved 310 students (129 girls and 170 boys), 22 principals, and 22 form three class teachers. Descriptive and inferential statistics analysed the data which was collected.

5.3 Influence of Parents' Socio-Economic Status on Students' Drop-Out Rate

The first objective of the study was to establish the effect of parents' socio-economic status on the rate of dropout of students in public day secondary schools in Kitui Central Sub County, Kitui County. Some socio-economic factors that may affect students' dropout rates were investigated. On the education level of the parents, from Tables 4.9 and 4.10, the majority of the fathers (55.2%) and mothers (59.2%) had only attended primary school. The parents who had secondary education were the same percentage, 40.8% for both fathers and mothers. The information in the tables further showed that 3.3% of the fathers had tertiary education while no mother had tertiary education. All the mothers had attained formal education but 0.7% of the fathers had not attained any formal education.

Parents who had higher education had a higher commitment to paying their children's school fees than parents with lower education. The illiterate parents and those with low education do not pay fees well for their children and since the research found most parents in Kitui central sub county had secondary education and below, they were reluctant to pay school fees for their children. This led to some students abandoning school thus proving that the education level of the parents influences the dropout rate. The discovery of the study agreed with that of a study by Gitonga and Khatete (2021) in the Western Province of Rwanda. It investigated how internal efficiency (repetition and dropout rates) of public

primary schools was influenced by parental educational levels. The study used a descriptive research design and 529 respondents (pupils, teachers, headteachers, and District Directors of Education) were involved. Questionnaires were used as research instruments. Conclusions from the study were that; the education of the mothers was more significant in influencing internal efficiency, and that increase in parents' education led to less repetition and dropout rate. The size of the students' families was investigated and from Table 4.11, the majority of the students (80.9%) came from families with five to eight members. 11.7% of the students came from small families with four members or less while 6.4% came from families with nine to 12 members. Students from large families with 13 or more members were the least at 1.0%. It can therefore be concluded that most of the students, 264 representing 88.3%, came from relatively large families with five members and above. The researcher's findings agree with those of a study by Ali et al. (2019) in Swat, Pakistan. They studied how the dropout rate of the pupils at the primary level was affected by family size and learning achievement. 170 dropped-out students were interviewed and it was discovered that most of them came from families with more than ten members. It was therefore concluded that big family size contributed to the high rate of dropout in primary schools.

The gross monthly income of the family was investigated and the presentation in Table 4.12 revealed that most of the parents were relatively very poor as 50.8% of them earn less than four thousand per month. Cumulatively, 81% earn less than 20 thousand in a month and only 4.0% of the families earn above 30 thousand a month. This is an indication that most of these parents are very poor, hence cannot afford school fees and other family needs. The students further gave information on who was responsible for paying their school fees (Table 4.8) and it showed that 82.9% of the students' fees was paid by parents, 9.4% by sponsors, 5.0% by a guardian, and 2.7% by their siblings. Cumulatively, 85.6% of the students had their school fees paid by the family, that is parents and siblings. Since most of the families are poor, some students abandon school if they do not get other means of school fees payments. The findings are supported by those of research done by Zira and Zoru (2020) in Zumo Development Area of Adamawa State, Nigeria on perceived factors responsible for students' abandoning secondary schools. The study used a descriptive

survey research design and involved 20 dropped-out students. Data was collected using questionnaires and it was found that financial constraints and poverty were significant in the dropout occurrence. The researcher found that action was taken against the students whose school fees were not paid on time as shown in Table 4.14. From the table, 90.9% of the heads of institutions and all (100%) the class teachers said the students were sent home to collect school fees.

The majority of the principals (54.5%) and class teachers (68.2%) were in agreement that parents made arrangements with the school administration and were given more time to pay the fees in instalments. The responses also showed that the parents were seldom called on matters concerning school fees as 86.4% of the principals and 81.8% of the class teachers said parents were not called on school fees. Table 4.13 shows that only few students, 12.4% did not miss school due to school fees. More than half of the students, 56.2% missed school for six or more days with some 4.0% missing more than 15 days. From the observations, if school fees were not paid on time the students were sent home. The implication is that absence from school would affect the students and lead to some of them dropping out of school.

5.4 Influence of Student's Gender on Students' Dropout Rate

This second objective of the study investigated the extent to which student's gender influences the rate of students' dropout in Kitui Central Sub County, Kitui County. Responses from the principals, class teachers, and students on the gender more likely to abandon school as shown in table 4.15 was in agreement that boys were more likely to drop out. This is because 19 or 86.4% of the principals, 16 or 72.7% of the class teachers, and 179 students representing 59.9% said that male students were more likely to abandon school. Only three principals representing 13.6%, six class teachers representing 27.3%, and 120 students representing 40.1% said the female gender was more likely to leave school. The findings are supported by those of a study by Zengin (2021) which investigated the level of dropout risk of students in public high schools in the central districts of Mersin, Turkey. The study adopted a descriptive survey model and involved 578 students. Data were collected using the "School Dropout Risk Scale" and it was found that female learners

were less likely to abandon school and conducted themselves in a more friendly manner than male learners. Responses on the ranking of reasons that may make a student miss or drop out of school by principals, class teachers, and students as shown in table 4.16 revealed that; all the motives suggested by the researcher could make the student miss or drop out of school. The reasons identified were; students doing casual/farm work, drug/substance abuse, distance to school, pregnancy/marriage, and looking after siblings.

The researcher asked the principal, class teachers and students to rank the reasons (1 to 5); from the most likely (1) to the least likely (5). However, although the ranking of the reasons differed amongst the respondents, they all ranked pregnancy/early marriage as (1), looking after siblings as (4), and distance to school as (5). Principals ranked doing casual/farm work (3), while the class teachers and students raked it (2). The principals also ranked drug/substance abuse as (2) while the students and class teachers ranked it as (3).

Overall ranking (based on combined frequencies of all the respondents) of the reasons likely to make a student drop out of school from most likely to the least likely was; pregnancy/marriage (1) at 47.8%, do casual/farm work (2) at 22.7%, drug/substance abuse (3) at 16.3%, look after siblings (4) at 10.4%, and distance to school (5) at 4.1%. From the responses, all the reasons given can make a student drop out of school. The findings for reasons for dropout from school concur with findings by a study by Yassin (2020) on major causes of girls' school dropout and related challenges from general primary schools in South Wollo and Oromia Zones in Amahara Region, Ethiopia. The study involved interviewing the research participants; students, teachers, and parents, and it concluded that the main factors contributing to girls' dropping out of school were family-level factors such as child labour; school-level factors for example distance to school; economic factors like migration to foreign countries to earn, poverty; and cultural factors such as early marriage. Further, the findings concur with the findings of studies by Alabdulrazaq et al. (2019), and Mwihia and Ongek (2019) who found that male students prioritize employment opportunities over education and that boys would miss/drop out of the school usually due to drug/substance abuse and doing casual/farm work.

5.5 Influence of Parental Academic Expectations of the Students on Students' Dropout Rate

The third objective of the study aimed to establish the effect of parental academic expectations of the students on the students drop out rate in public day secondary schools in Kitui Central Sub County, Kitui County. The responses by the students on the grades the parent(s) expected them to score in exams as shown in table 4.17 indicate that parents had very high expectations of the students. 96.0% of the parents expected their children to score grade A while 4.0% expected them to score grade B. There were no parents who expected grades C, D or E from their children. Such high expectations by the parents would push the low achievers to drop out of school. The findings are supported by those of a study by Moneva and Moncada (2020) in Jagobiao National High School, Mandaue City, Cebu, Philippines. The study on Parental Pressure and Students Self-efficacy used quantitative descriptive design and sought the relation between parental pressure and student's self-efficacy. A scoring instrument was used to gather data from 245 senior high school students which was then interpreted. The study found that students had high level of parental pressure as parents had high expectations of them. Too much pressure would lead to stressful life for the student which could lead to depression and eventually school dropout.

The responses by principals and class teachers based on their level of agreement with given statements on academic issues (Table 4.18 and 4.19) showed that the most likely factor that can make students abandon school was the forced repetition of classes. This was followed by low grades by the student, very high parents' expectations of the student, poor educational background of parents, and the least likely factor was too much homework and class assignments. Some students did not value education as they claimed that there was mass unemployment within Kitui Central Sub-County and hence did not see the need to attend school regularly. They therefore eventually dropped out of school. The findings agree with those of research done by Asif et al. (2021), which revealed that the main reasons a greater number of students drop out of high school were financial difficulties, academic failure, mental illness, and low attendance.

The researcher tried to find out the action taken on students who did not perform well in exams. Responses by the class teachers as presented in table 4.20 showed that students who did not perform well in the exam were; forced to repeat classes, required to bring parents to school, or come to school during the holiday for remedial classes. The heads of institutions and students were required to give responses on their level of agreement with these actions taken on poor performers. The responses by the principals as presented in Table 4.21 showed that generally, 72.7% disagreed with students being forced to repeat classes while 27.2% agreed with the action. The responses on students bringing parents to school when they perform poorly; cumulatively, 13.6% of the principals disagreed while 86.4% agreed with the action. On low performers having holiday remedial classes, 77.2% of the principals generally disagreed while 22.7% agreed. Responses by the students on the level of agreement with the action taken on the poor performers as presented in table 4.22 indicated that 98.0% of the learners generally disagreed with being forced to repeat classes while 2.0% agreed. On bringing parent(s) to school when a student performs poorly, 92.0% of the students generally disagreed with the action while 8.0% agreed. When it came to going to school during the holiday for remedial classes when one does not perform well in exams, all (100%) the students generally disagreed with the action.

From the findings, though the principals disagree with some of the actions taken on poor performers, the students disagree with all of the actions. This implies that some students may choose to abandon school instead of complying with actions such as being accompanied by a parent, repeating a class, or attending remedial classes during the holiday in case they do not perform well in the exams. It should also be noted that though some of these actions like forced repetition and holiday remedial classes are against the government education policy, they were still being practiced in some schools. The findings of the study concur with those of a study by Mustapha (2021) on factors relating to students that cause dropout from public senior secondary schools in Bauchi State, Nigeria. 75 respondents comprising of principals, teachers, and students were involved and a descriptive research design was used in the study. Data was collected using questionnaires and factors that contributed a lot to secondary school students' dropout were identified. The factors were: lack of interest in learning, early marriage, truancy, poor comprehension of the subject, fear of repetition,

drug abuse, poor achievement, bullying, motivation from peers, chronic absenteeism, and illness.

5.6 Influence of Social Media on Students' Dropout Rate in Public Day Secondary Schools

The last objective of the study investigated the influence of social media such as; the internet, WhatsApp, Twitter, Tik Tok, Facebook, Instagram, Google search, and others on the rate of dropout of students in secondary schools in Kitui Central Sub County. According to tables 4.23, 4.24, and 4.25 on responses by principals, class teachers, and learners on the influence of social media on dropout rate, all (100%) principals agreed that addiction to online social networks was a serious issue that affected the student's academic life; 86.4% of the class teachers agreed while 13.6% disagreed; 58.2% of the students agreed while 41.8% disagreed. These findings agree with the findings of a study carried out by Aqeel et al (2019) where the effect of social media on student's academic performance was investigated. The descriptive study involved a sample of 83 undergraduate students at Lahore private university, India, whose self-administered data was collected from a Likert scale. They found that the addictiveness of social networking sites had positive as well as negative effects and that students were using the sites regularly. However, it was found that the positive impact on the students was less than the negative effect.

Principals' responses on students spending more hours online on non-academic work had 86.4% of the principals agreeing while 13.6% disagreed; all (100%) class teachers agreed; 66.6% of the students agreed while 33.4% disagreed. A great number of the people participating in the study agreed that hours spent online can never compare to the number of hours spent reading. The finding concurs with those of a study by Hubane (2021) when he investigated how social media affected academic performance in selected secondary schools in Waberi District, Mogadishu, Somalia. It was a descriptive study that targeted a population of 587 (heads of institutions, teachers, and students). Questionnaires served as the research instrument and it was found that students spend more hours on social media, especially on Twitter and YouTube.

In responses to the researcher's question on whether students' use of social network sites affected their discipline, 68.2% of the principals agreed while 31.8% disagreed; 59.1% of the class teachers agreed while 40.9% disagreed; and 17% of the students agreed while 83% disagreed. The responses show that though most of the principals and class teachers agreed that the use of social network sites affects students' discipline, most of the students disagreed. The findings agree with the findings of research by Nyongesa et al. (2019), on how social media influences the discipline of students in Secondary Schools in Kenya, which was carried out in Bungoma county. The study adopted a descriptive survey research design and 680 respondents (deputy headteachers, heads of guidance and counselling departments, and students) were involved. Interviews and questionnaires were used to collect data and it was found that the discipline of students in schools was negatively influenced by social media.

The respondents' responses to the given statement on social media contributing to cheating in national exams; all (100%) principals, all (100%) class teachers, and 19.1% of the students agreed with the statement, while 80.9% of the students disagreed. This indicated that, although the heads of institutions and class teachers believed that students use social media to cheat in exams, the students do not agree. The students' findings were contrary to the study findings by Tengia (2018), that the learning behaviour of secondary school students is influenced by social media being accessible to them. The students are influenced through potential fraud, wasting of learning time, and poor class attendance. However, the responses by principals and class teachers showed that the use of social media affected the discipline of learners and that the learners use social media to cheat in exams.

On students' academic performance not improving even if they stop using social media, 22.7% of the principals agreed while 77.3% disagreed; 22.7% of the class teachers agreed while 77.3% disagreed; and 81.6% of the students agreed while 18.4% disagreed. This reveals that the majority of the principals and class teachers were in agreement that the students would improve their academic performance if they stopped using social media. However, the students disagreed, implying that their performance is not negatively affected by the use of social media, hence whether they use social media or not, their performance

would not be affected. These findings are supported by those of research by Nwoburuoke & Eremie (2021) which aimed at finding out how the academic performance of senior secondary school students in Rivers State was influenced by social media for purposes of counselling. The study which adopted a descriptive survey design involved 357 students and questionnaires were used as the research instrument. The findings were that social media have negative as well as positive effects on students. The negative effects distract them from their academic work while the positive effects would benefit them if used appropriately. For instance, students can plan for projects online, hold group discussions on class work online, and be updated on current academic information if one has been absent.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In this chapter, conclusions drawn from the study are presented. The researcher also presents recommendations based on the findings of the study here. The chapter also gives suggestions for further investigation. The study wanted to establish the determinants of students' dropout rate in public day secondary schools in Kitui Central Sub County. The study intended to find out the effect of parents' socio-economic status, student's gender, the parental academic expectation of the students, and social media on students' dropout rate.

6.2 Conclusions of the Study

Based on the study findings, the researcher drew the following conclusions. The first objective was effect of parents' socio-economic status on students' dropout rates. The researcher concluded that poverty and low income among the parents led to poor payment of school fees and meeting other school expenses. Students miss school to do casual work such as farm work, herding cattle, brick making, and sand harvesting to raise funds. Parents' low level of education made them to have low income and not to value the education of their children. Children from large families had challenges with their school requirements being met which led to some dropping out of school. The researcher therefore concluded that parents' socioeconomic status affected students' dropout rate.

On the second objective on influence of student's gender on dropout rate, some boys valued employment more than education. Boys also indulged in drugs and substance abuse. Girls abandoned school as a result of early marriage and pregnancy while others dropped out to look after siblings, elderly and sick relatives. When schools were far from their homes, some students especially the girls, were unable to walk the long distances hence dropped out of school. The study further concluded that some cultural practices like early marriage and viewing the males as head of the family significantly influence students' dropout. It was therefore concluded that the gender of the student influenced their dropout rate from school.

The next objective was to establish the effect of parental academic expectations of the students on their dropout rate. Many parents expected their children to score quality grades, A and B. These high academic expectations of the students pushed the low performers who could not score such grades to drop out of school. Some actions taken on students who do not perform well in school such as bringing parent(s) to school to discuss performance, forced repetition of classes, going for holiday remedial classes led to some students abandoning school. The researcher therefore drew the conclusion that parental academic expectations of the students affected their dropout rate.

The last objective was the influence of social media on students' dropout rate. The influence of social media on students could be positive as well as negative. Students use social media for research which was beneficial to them hence positive, but others become addicted to it and spent a lot of time online on non-academic work which was a negative effect. The students also misuse social media like WhatsApp and telegram to cheat in exams, and they learn things on the internet which may affect their discipline. The researcher then concluded that social media influences students' dropout rates.

6.3 Recommendations of the Study

The researcher made the following recommendations based on study objectives. On the first objective which was on effect of socio-economic status of parents on students' dropout rate, the researcher recommends that;

   i.   The government should enhance access to employment opportunities to enable parents to have finances in order to support their children's education.

  ii.   The government should intensify the adult learning policy to ensure parents get an education and also sensitize them on the importance of education in order to change their attitude towards education of their children.

 iii.   A national sensitization on the need for parents to have children that they can comfortably take care of.

On the influence of student's gender on leaner dropout rate, the study recommends that;

   i.   The Ministry of Education should develop and implement policies that ensure

school going age children do not involve themselves in activities such as casual jobs, domestic chores, that prevent them from going to school.

ii. School principals should strengthen guidance and counselling departments in the institutions to help students who may be addicted to drugs.

iii. Chiefs and community leaders should discourage harmful cultural practices such as early marriage that led to student dropout.

iv. The government should build more schools to increase access to education and reduce the distance the students have to walk to school.

On the objective on effect of parental academic expectations of the students on students' dropout rate, the study recommends that;

i. Parents to be involved in their children's learning in order to know their capacity and capability to avoid unnecessary pressure mounted on students for higher grades.

ii. The principals and parents should have ways of motivating learners to perform better and encourage them to stay in school

iii. School principals should also ensure actions taken on poor performers are not detrimental hence lead to students' dropout.

Finally, on the influence of social media on students' dropout rate, the study recommends as follows;

i. Since social media has positive as well as negative effects on the learners, the researcher recommends the government to take action and regulate social media content.

ii. The researcher also recommends that parents should limit the time that children should have mobile phones.

iii. In addition, it was recommended that the parents, teachers, church and community should educate students on good use of social media so as not to misuse it.

6.4 Suggestions for Further Study

This study was done in public day secondary schools only in Kitui Central Sub-County,

Kitui County. Similar research should be done in the public boarding secondary schools in the sub county, since cases of students dropping out were also being witnessed in these schools. A related study could also be done in other sub counties to ascertain the determinants of students' dropout in the sub counties. The researcher suggests a further study on the actual effect of social media on students.

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APPENDIX I: Research Authority Request Letter

Sarah Kaluki Muthami,

South Eastern Kenya University,

P.O BOX 170 – 90200, KITUI.

The Principal _____

P.O Box _____ **- 90200, KITUI.**

RE: LETTER OF INTRODUCTION

I am a student in **South Eastern Kenya University**, taking **Masters of Education in Educational Administration and Planning.** My topic of research is **"Determinants of Students' Dropout Rate in Public Day Secondary Schools in Kitui Central Sub County, Kitui County, Kenya".** Your school has been selected to participate in the study. I request your permission to collect data from the **principal, form three class teachers and form three students.**

Data collected will be used for purposes of research only. Do not write your name or name of your school anywhere in the questionnaire.

Thank you in advance for granting me the authority.

Yours faithfully,

Sarah Kaluki Muthami

This questionnaire is designed for study on determinants of students' dropout rate in public day secondary schools in Kitui Central sub- county, Kitui County. The researcher requests for your honest opinion on the various issues and factors concerning students' dropout in public day secondary schools.

INSTRUCTIONS

Please do not write your name on this questionnaire. The information given will be treated as confidential. Kindly answer all questions by ticking in the box [] or writing your response in the spaces provided.

SECTION A: Background Information.

1. Gender   Male [ ]   Female [ ]

2. Your age bracket in years.

Below 40 [ ]   40-45 [ ]   46-50 [ ]   51-55 [ ]   Above 55 [ ]

3. Your highest level of education

PhD [ ]   Masters [ ]   Diploma [ ]

4. How many years have you been the principal of this school? _____

5. Students' school dropout has become a major issue of concern in Kenyan secondary schools. To what extent does this statement apply to your school?

Very large extent [ ]   Large extent [ ]   Small extent [ ]   Very small extent [ ]

SECTION B: Effect of Parents' Socio- Economic Status on Students' Dropout Rate in Public Day Secondary Schools.

6. To what extent do the following socio-economic factors contribute to students' dropout in your school?

Factor	Great extent	Less extent	Least extent	Not at all
Low education level of parents				
Big family size of the student				
Salary earning parent (s)				
Unemployed parent (s)				
Lack of fees				

7. What action do you take on children whose parents do not pay school fees on time?

Action Taken	Yes	No
Send them home		
Give parents more time to pay		
Call the Parent(s)		

Specify other actions_____

8. In your opinion, does parents' socio-economic status influence students' dropout from public day secondary schools?

Yes [ ]   No [ ]

If yes, explain _____

_____

SECTION C: Influence of Gender on Students' Dropout Rate in Public Day Secondary Schools.

9. In your opinion, between boys and girls, who miss school more often? Boys[ ] Girls [ ]
According to you, what could be the reason for missing school?

_____

_____

10. In your opinion who are more likely to drop out of school? Boys [ ]   Girls [ ]
Explain

_____

_____

11. The following factors cause a student to miss/drop out of school. Rank them from 1 to 5.

	Factors responsible for students not to complete school	Rank
1	Needed for agricultural work at home	
2	Distance of school from home	
3	Teenage pregnancy/early marriage	
4	Drug /substance abuse	
5	Family responsibilities e.g taking care of siblings, the sick	

12. In your opinion, does gender influence students' dropout in public day secondary schools?

Yes [ ]   No [ ]

If yes, explain

_____

_____

SECTION D: Effect of Parental Academic Expectations of the students and The Students' Dropout Rate in Public Day Secondary Schools.

12. Below is a list of actions usually taken on learners who do not perform well in exams. Indicate whether you agree with the action taken on the poor performers or not. (Tick)

Action Taken	**Yes**	**No**
Call the parent to discuss the performance	[ ]	[ ]
Make the student repeat the class	[ ]	[ ]
Have the student come for holiday tuition	[ ]	[ ]
Other, specify		

13. Complete the table below based on your level of agreement or disagreement.

SA- Strongly agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly disagree

S/N	ITEMS	SA	A	N	D	SD
1.	Low grades by the student can make a student to drop out of school					
2.	Too much homework and class assignments can make a student to drop out of school					
3.	Repetition of classes can make a student drop out of school					
4.	Very high parents' expectation can make slow students to drop out of school					
5.	Poor educational background can make a student dropout of school					

14. In your opinion how does the parent(s) involvement in the students' academic performance influence the decision of the student to continue or drop out of school?

_____

_____

SECTION E: I**nfluence of Social Media on Students' Dropout Rate in Public Day Secondary Schools.**

15. Rank (from 1-5) the following social media platforms according to their popularity with the students.

Twitter [ ]   Tiktok [ ]   Facebook [ ]   You Tube [ ] Instagram [ ]

16. Complete the table below based on your level of agreement or disagreement

SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1.	Addiction to online social networks is a serious issue that affects students' academic life.				
2.	Hours spent online can never be compared to the number of hours students spend reading.				
3.	Students usually have unlimited access to Facebook and other sites and this has affected their discipline				
4.	Students' engagement in WhatsApp and other sites and has made students cheat in examinations				
5.	Students will not improve their academic performance even if the stop using social media				

17. Tick the reasons for internet use by the students (multiple responses allowed).

Pornography   [ ]   News [ ]   Chatting [ ]

School assignment [ ]   Email [ ]   Sports   [ ]

18. In your opinion, does social media influence students' dropout from public day secondary schools?

Yes [ ]   No [ ]

If yes, explain

_____

_____

THANK YOU FOR YOUR COOPERATION.

APPENDIX III: Questionnaire for Class Teachers Dear respondent,

This questionnaire is to enable me collect data for purely academic purpose. The study seeks to investigate the determinants of students' dropout rate in public day secondary schools in Kitui central sub-county, Kitui County.

INSTRUCTIONS

All information will be treated with strict confidence. Do not put your name or school name on the questionnaire. Answer all the questions as indicated by either filling in the blanks or ticking the option(s) that apply.

SECTION A: General Information

1. Gender   Male [ ]   Female [ ]

2. Your age bracket in years.

Below 40 [ ]   40-45 [ ]   46-50 [ ]   51-55 [ ]   Above 55 [ ]

3. Your highest level of education.

PhD [ ]   Masters [ ]   Diploma [ ]

4. How many years have you taught in this school?

[ ] Less than a year   [ ]1 to 4 years   [ ] 4 to 10 years   [ ]Above 10 years

5. Did your class experience cases of students' drop out in the last four years?

     Yes [ ]   [ ] No

If yes, indicate the number of students who dropped out. Boys _____

Girls _____

SECTION B: Effect of Parents' Socio-economic Status on Students' Drop Out Rate in Public Day Secondary

6. The table below shows some parents' socio-economic status factors that can influence students' dropout rate in public day secondary schools. Complete the table based on your level of agreement or disagreement. (Tick)

Factors	Great extent	Less extent	Least extent	Not at all
Low education level of parents				
Big family size of the student				
Unemployed parent(s)				
Lack of fees				
Siblings in other institutions				

7. What action is taken on students whose school fees is not paid on time?

Action Taken	Yes	No
Send home		
Parents given time to pay		
Parents called by the principal		

Others (specify)_____

8. In your opinion, does socio-economic status of parents influence the student drop out in public day secondary schools?   [ ]Yes   [ ] No   [ ] I don't know

SECTION C: Influence of Gender on Students' Dropout Rate in Public Day Secondary Schools.

9. Between boys and girls, who miss school more often? Boys [ ] Girls [ ]

10. Below are reasons that may make a student to miss/drop out of school. Rank them from 1 to 5.

	Factors responsible for students to miss/ drop out of school	RANK
1	Needed for agricultural work at home	
2	Distance of school from home	
3	Pregnancy/early marriage	
4	Drug abuse	
5	Family responsibilities e,g taking care of siblings, the sick	

11. Between boys and girls, who are more likely to drop out of school?

Boys [ ]   Girls [ ]

Give a reason for your answer

_____

_____

12. In your opinion, does gender influence the student dropout rate in public day secondary schools? Yes [ ]   No [ ].

If yes, explain

_____

_____

SECTION D: Effect of Parental Academic Expectations of the Students on their Dropout Rate in Public Day Secondary Schools

13. Below are statements on students' dropout. Complete the table based on your level of 5agreement or disagreement.

SA- Strongly agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly disagree

S/N	ITEMS	SA	A	N	D	SD
1.	Low grades by the student can make a student to drop out of school					
2.	Too much homework and class assignments can make a student to drop out of school					
3.	Repetition of classes can also make a student drop out of school					
4.	Very high parents' expectation can make slow students to drop out of school					
5.	Poor educational background					

14. In your opinion, do the parents follow up the students to do their schoolwork?

　　　[ ] Yes　　　　[ ] No

If yes, what do you think is the reason? (Rank the reasons from 1-4)

Not to be called to school [ ]　　　So that the student stays at home and not go out [ ]

To keep the student occupied [ ]　　To enable the student pass in the exam [ ]

15. What action is taken on students who do not perform well in exams? (Tick)

Action Taken	Yes	No
Call the parent to discuss the performance	[ ]	[ ]
Make the student repeat the class	[ ]	[ ]
Have the student come for holiday tuition	[ ]	[ ]
Other, specify		

16. In your opinion, does parental academic expectation on student's performance influence dropout rate in public day secondary schools? Yes [ ] No [ ]

If yes, Explain

_____

_____

SECTION E: Influence of social media on students' dropout rate in public day secondary schools.

17. Reasons why students may use social media. (Rank them from 1 to 6) School assignment [ ]   Email [ ] Sports [ ]   Entertainment [ ] News [ ]   Chatting [ ]

18. Complete the table below based on your own opinion.

SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1.	Addiction to online social networks is a serious issue that affects students' academic life.				
2.	Students spent a lot of time online on non-academic work				
3.	Engaging in social media increases students' indiscipline.				
4.	Social media contributes to cheating in national exams				
5.	Students will not improve their academic performance even if they stop using social media.				

In your opinion, how does social media affect students' retention in school? Explain_____

_____

THANK YOU FOR YOUR COOPERATION

APPENDIX IV: Questionnaire for the Students

This questionnaire is to enable the researcher collect data for purely academic

purpose in order to address the determinants of students' dropout rate in public day

secondary schools in Kitui central sub county. You are therefore, kindly requested to

provide the researcher with accurate information and are assured that your responses will

be treated as confidential.

INSTRUCTIONS

You should not write your name or the name of the institution on this paper.

Provide the required information by ticking/writing the applicable number or answer in the

boxes/spaces provided.

SECTION A: General Information

1. Gender   Male [ ]   Female [ ]

2. Your age   [ ][ ]

3. Who pays your school fees? Parents [ ] Sponsor [ ]   Guardian [ ]   Sibling   [ ]

Others: specify _____

4. Are there any of your classmates who have dropped out of school? Yes [ ]   No [ ]

If yes, how many? Boys _____   Girls_____

SECTION B: Effect of Socio-economic Status of the Parents on Students' Dropout
Rate in Public Day Secondary schools

5.   Which is the highest level of education of your parents?

 Father   University/College [ ]   Secondary[]

                        Primary[ ]   None [ ]

Mother   University/College [ ]   Secondary[ ]

                         Primary [ ]   None [ ]

6. How many are you in the family? _____

7. Have any of your siblings dropped out of school? Yes[ ] No [ ]

If yes, how many? Sisters_____

　　　　　　　　　Brothers_____

8. What is the occupation of your parents? (**Tick where applicable)**

Father　Self-employed [ ]　　　　　　　　　　　　Farming [ ]

Casual worker [ ]　　　　　　　　Salaried employment [ ]

Mother　Self-employed [ ]　　　　　　　　　　　　Farming [ ]

Casual worker [ ]　　　　　　　　Salaried employment [ ]

9. What is the estimate of total monthly gross income of your family? (Tick)

1-4	5-9	10 – 14	15 – 19	20 – 24	25 – 29	Above-30

10. Have you missed school because of school fees? Yes [ ]　　No [ ]

If yes, indicate the number of days you have been absent from school last term because of school fees. _____

11. In your opinion, does socioeconomic status of parents influence student's dropout rate from public day secondary schools? Yes [ ] No [ ]

　　If yes, explain_____

SECTION C: Influence of Gender on Students' Dropout Rate in Public Day Secondary Schools.

12. How often do you miss school?

Very often　[ ]　Often　[ ]　Rarely　[ ]　　Never　[ ]

13. The reasons below can make a student miss/dropout of school. Rank them from 1- 5

	Reason for dropping out of school	**Rank**
1	Needed for agricultural work at home	
2	Distance from home to school	
3	Pregnancy /early marriage	
4	Drug /substance abuse	
5	Family responsibilities e.g caring for sibling, sick	

14. Between boys and girls, who are more likely to drop out of school? Boys[ ] Girls [ ]

Explain your answer

_____

_____

SECTION D: Effect of Parental Academic Expectations of the students and their Dropout Rate in Public Day Secondary Schools

15. How many marks did you have in the KCPE? _____

16. What grade does your parent want you to score in exams? _____

17. What was your grade in the last exam you sat for? _____

18. Explain how your parent(s)' reacted to that grade.

_____

_____

19. Choose the factor you consider most difficult to deal with as far as your academic performance is concerned.

School [ ] Family [ ]   Friends [ ]   Community [ ]

20. You are required to select one response for each statement by putting a tick in the selected response. In your opinion, to what extent do you agree with the following measures taken on poor performers?

Measure taken	Greatly agree	Agree	Don't agree	Not at all
Being forced to repeat classes.				
Being told to bring parent to school				
Being made to go to school over the holiday for remedial classes				

21. Does your parent follow you up to do your school work at home?   [ ]Yes   [ ]No If yes, what do you think is the reason? (Tick the reason you feel makes your parent to follow you up)

Not to be send home from school [ ]   To keep me occupied [ ]

To stay at home [ ]   To   do   well   in exams [ ]

22. In your opinion, does parental academic expectations of the students influence students' dropout from public day secondary schools?   Yes [ ]   No [ ]

If yes, explain

_____

_____

SECTION E: Influence of Social Media on Students' Dropout Rate in Public Day Secondary Schools

23. What type of social media platform do you use? (Please tick all that apply)

Facebook [ ]   Tiktok [ ]   Twitter [ ]   You Tube [ ] Instagram [ ]   WhatsApp [ ]

   Other, specify_____

24. What activities do you usually engage in, in social media? (Tick all that apply).

Entertainment [ ]   Posting pictures and videos [ ]   Talk to teachers [ ]

Chatting with friends [ ]   Studying [ ]

Others, specify_____

25. Complete the table below based on your level of agreement with the given statements.

SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

S/N	ITEMS	SA	A	D	SD	
1.	Addiction to online social networks is a serious issue that affects my academic life.					
2.	Hours spent online can never be compared to the number of hours I spend reading.					
3.	I make use of WhatsApp and other sites to cheat in examinations					
4.	Engaging in social networks has affected my discipline negatively					
5.	I will not improve my academic performance even if I stop using social media					

26. Have you faced any problem in school because of social media?

Yes [ ]   No [ ]

If yes, explain

_____

_____

27. In your opinion, does social media influence students' dropout rate in public day secondary schools? Yes [ ] No [ ]

If yes, explain

_____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX V: RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 143799

Date of Issue: 22 June 2022

RESEARCH LICENSE

This is to Certify that Ms. Sarah Mulitani of South Eastern Kenya University, has been licensed to conduct research in Kitui on the topic: Determinants of Students' Dropout Rates in Public Day Secondary Schools in Kitui Central Sub County, Kitui County, Kenya for the period ending : 22/June/2023.

License No: NACOSTI/P/22/18403

143799

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

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APPENDIX VI: Research Authorization from Deputy County Commissioner

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL
GOVERNMENT

Telegrams "DC" Kitui
Telephone 22004/22010
Fax – 04444 23260
Email – dckitui@yahoo.com

DEPUTY COUNTY COMMISSIONER,
KITUI CENTRAL
P. O. BOX 1,
KITUI

Ref No. K.1526/VI/40   23rd June 2022

All Secondary Day School Principals,
KITUI CENTRAL SUB COUNTY

RE: RESERCH AUTHORIZATION
SARAH KALUKI MUTHAMI

The above named is a student in South Eastern Kenya University pursuing a degree in Masters of Education in Education Administration.

She is carrying out a research on *"Determinants of Students' Dropout Rate in Public Day Secondary Schools in Kitui Central Sub County"*, Kitui County for a period ending 22nd June 2023

Any assistance accorded to her will be highly appreciated.

DORCAS RONO,
DEPUTY COUNTY COMMISSIONER,
KITUI CENTRAL SUB COUNTY.

APPENDIX VII: Research Authorization from Sub County Director

MINISTRY OF EDUCATION
State Department of Basic Education

Telegrams 'EDUCATION' Kitui
Telephone: Kitui 22759
Fax :04444-22103
e-mail : kituicentraldeo@yahoo.com
When replying please quote;

Ref. No.KTI/

SUB-COUNTY DIRECTOR OF EDUCATION
P.O BOX 35-90200
KITUI

Date: 23RD JUNE, 2022

REPUBLIC OF KENYA

SARAH KALUKI MUTHAMI
SOUTH EASTERN KENYA UNIVERSITY
P. O. BOX 170 – 90200
KITUI

RE: RESEARCH AUTHORIZATION ON "DETERMINANTS OF STUDENTS' DROPOUT
RATE IN PUBLIC DAY SECONDARY SCHOOLS IN KITUI CENTRAL SUB COUNTY,
KITUI COUNTY, KENYA".

Following your request for authority to conduct a research on "Determinants of
students' dropout rate in public day secondary schools in Kitui Central Sub
County, Kitui County, authority is thereby guarantied for the period ending 22nd
June 2023. On completion of the research, you are expected to give this office a
copy of the research findings/feedback.

I wish you all the best in all your endeavours as you conduct your research in Kitui
Central.

SUB-COUNTY DIRECTOR OF EDUCATION
KITUI CENTRAL
P. O. Box 35 - 90200,
KITUI
Date 23/6/22 Sign.

MARY SHANO
SUB COUNTY DIRECTOR OF EDUCATION
KITUI CENTRAL