

**LOW COMPLETION RATES OF SECONDARY SCHOOLS STUDENTS IN
KARATINA DIVISION, MATHIRA DISTRICT, KENYA.**

BY

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DECLARATION

I do hereby declare that this research project is my original work and has never been submitted to any university for any award.

Signature..........

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Date.....14/12/10.....

APPROVAL

I certify that the work submitted by this candidate was under my supervision as the University assigned supervisor.

Supervisor.....

Mr. Ssekajugo Derrick

Date 14/12/2020

DEDICATION

This study is dedicated to my husband Wilson Githiaya and to my parent Charles Mwai and Regina Mwai for having given the basis of the present level.

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ABSTRACT

This study aimed at investigating the low completion rates of secondary schools in Karatina division, Mathira district, Kenya. In the review of related literature, all secondary sources viewed relevant to the study was revisited and gave the researcher a clear picture of what the entire study was about. A descriptive design was adopted for this particular study and questionnaires served the main tools for data collection. The number of students who start secondary school is high but those who complete are few. Poverty was named as the major cause of low completion of secondary schools where parents do not have enough money to pay for their children. This study provides a deeper analysis of the reason why there were low Completion rates in Karatina division Mathira district in Kenya. It was conducted to increase understanding of all stakeholders, particularly policy makers charged with the responsibility of providing education for all children. A number of recommendations were made that could increase accessibility of students in secondary school.

CHAPTER ONE

INTRODUCTION

1.1 Rationale of the study

It is of paramount interest to dig out reasons as to why students don't accomplish their academic programmes. Ideally education should be for all children, however many children have missed this opportunity of education due to many considerable issues that have persistently contributed to their dropping out of school for example child abuse, depression, changing family patterns, poverty, teenage pregnancies early marriages and even suicide. (Robert 2002).

The nature of the education system itself is so much examination centered that the entire teaching and learning is geared to passing examinations with good marks needed for admission to higher levels of education. (UNESCO — UNICEF 2002).

Despite such adverse conditions many countries continue to increase their control over education systems so that greater achievement and student completion rates are realized. The world today aims at realization of education for all (EFA) as a millennium goal (UNICEF 1999). The researcher has lived and worked in Karatina division in Mathira district and has realized that most children do not complete school.

L2 Objectives of the study

The general objective of the study was to evaluate the low completion rates of secondary schools students

Specific objectives were: -

- i. To describe the relationship between the factors identified.
- ii. To find out the effects of school dropouts on both the students and the community.

1.3 Significance of the study

To re-address the major factors contributing to dropout such that they can be ironed out with a view to reduce this unpleasant situation. It is unpleasant in that drop outs become social misfits and their way of life is characterized by committing crimes time and again.

The study will form a basis for a more enlightened discussion of secondary school dropouts and possibly help the students who intend to dropout and those who have dropped out.

The study will also help those in the education system to design policies that are favorable to students and therefore make them stay in school.

The community will also benefit from this study because by suggesting ways to reduce school dropouts they could be used and saved from hooligans who have dropped out of school.

1.4 Theory

Wilier Willand (1990) in the sociology of teaching says that the dropping out phenomenon from education cycle is very common with third world countries that are to say developing countries.

The explanation put forward for dropout rates is given by these theories.

The academic performance theory:

According to conventional wisdom one reason why youth don't finish is that they are low grade students who perform poorly and will automatically dislike school and school experiences. Bowles and Gintis (1960), measured intelligence corresponds fairly closely with educational attainment in general those with high academic qualifications score highly intelligence tests. It is tempting to argue that the level of educational attainment is caused by intelligence.

Bowles and Gintis argue that intelligence is due to both genetic and environmental factors it stems partly from the genes an individual inherits from his parents and partly from the environment in which he grows up and lives. Environment influences include everything from diet to social class, from quality of housing to family size.

Some psychologists such as Arthur Jensen in America and Hans Eysenck in Britain argue that IQ is largely inherited. They maintain that genetically based intelligence accounts for a large part of the differences in educational attainment between social groups. (Arthur & Hans 1963)

Dauglas J.W.B (1976) related educational attainment to a variety of factors including the student's health the size of his family and the quality of the school. The single most important factor appeared to be the degree of parents' interest in their children's education.

Dauglas argues that middle class parents expressed a greater interest in their children's education by visiting the schools to discuss their children's progress. He says the parents are more likely to want their children to stay at school beyond the minimum age and encourage them to do so. Dauglas found that parental interest and encouragement became increasingly important as a spur to high attainment as the children become older. He also attaches importance to the child's early years since in many cases, performance during the first years of schooling is reflected throughout secondary school.

Definition of terms

Abuse: Improper use of drugs or alcohol to the degree that the consequences are defined as detrimental to the user in society.

Completion rate: The number of students who complete school.

Secondary schools: the level of education after primary level.

Students: The children studying in secondary school

CHAPTER TWO

LITERATURE REVIEW

2.1. Functions of education

Ideally education performs a number of valued functions that enhance the quality of life for the people. It prepares us to be good, effective citizens. It is the path way to our social and economic betterment. It is the tool by which we develop our full potential as individuals (Robert H. 2002).

In Kenya the aims of education are: to instill and promote national unity and understanding of social and civic responsibilities, promote appreciation and understanding of cultural heritage of Kenya including its languages, provide up to date and comprehensive knowledge in theoretical and practical aspects of innovative production modern management methods in the fields of commerce and industry. (Ministry of Education and Culture).

Education is the basic requirement for the development of any citizen. Before the advent of formal education, many African cultures had the indigenous education that was used to transmit norms and values to the young (Sekamwa 1997). However to perform all these functions education would have to be of high quality and available to all (Robert 2002).

2.2. Factors leading to low completion secondary students

22.0. Poverty is one of the reasons why secondary school students drop out. Poverty exerts an influence on school performance for example malnutrition and poor living

conditions are bound to have an influence on the health of the child. They directly or indirectly affect the child's ability to learn. (David 2000).

Also children from poor countries are associated with poor attendance and high rates of sickness when in school. (Charlotte 1960).

The one important limiting factor on educational expansion is the aspect of the economy. It is only the societies advanced in the economy that can afford a highly developed educational system.

This is because buildings can be constructed, good salaries of teachers and costs of training during the year at college are catered for. (World Bank 1996). When the population rises the costs of education go high and even the maintenance of existing standards with entail an increase in expenditure. Assuming the child population falls, the educational standards will rise even if expenditure remains the same. (David 2000).

Another important aspect to be considered is the education quality itself. This involves the standards of education and equipment, the level of teachers, salaries of teacher, student ration: all these are highly variable items. (Cooper 1999).

2.2.1. Poor performance in class

When a student performs poorly in school he/she does not see the reason of continuing school.

Research conducted by Wallach and Kogan (1990) revealed some interesting findings concerning the performance and adjustment of children possessing varying propensities towards intelligence and creativity.

Intelligence and creativity in children

	Higher	lower
Higher	Strong academic Long attention span	Weak academic Short attention span
Creativity	High self image Socially outgoing Often disruptive	Low self image socially isolated Very disruptive
Lower	Strong academic Long attention span Reserved. hesitant Socially aloof Conforming	Weak academic Short attention span Average self image socially outgoing conforming

The table summarizes findings on educational and social traits of children with given abilities of intelligence and creativity. Obviously, the most fortunate of the intelligence creativity types are the high- highs. The least fortunate are those high in creativity and

low in intelligence, for the abilities of these students clash head on with achievement structure as found in most schools.

This category's lower propensity for memorization and manipulation of symbols puts them at an extreme disadvantage in today's highly structured, intelligence oriented educational environment. And their consequent failure to achieve in the strict academic sense produces a negative self image. (Wallach and Kogan 1990).

All of this is exacerbated by this category's imaginative or spontaneous that is disruptive. Clearly, the high creativity low intelligence students would be the most likely students for future dropouts (Bowles 1960).

The arid atmosphere of schools turns them off or stability-minded officials "push" them out. By virtue of their dropping out, the high creativity-low intelligence students probably compose sizable reservoir of talent in the bottom half of society, where their talents may be withering or being expressed in less than socially constructive ways. (Bowels & Gintus 1960).

2.2.2. Early marriages and early pregnancies.

Sexual abuse, early pregnancies and early forced marriages also lead to school dropout especially girls. They have been sexually abused by teachers and older boys which leads to early pregnancies. They are also forced into early marriages because the parents are poor and want bride price (David M and others 2000).

2.2.3. Attitudes

The attitudes of students toward school and school work affect their achievement. The attitudes of children in the lower strata for example tend to inhibit them from aspiring to higher levels of attainment. And even if they have aspirations, they may not expect to be able to realize those aspirations (Hanson 1994).

One frequently heard criticism is that education is boring (Gallagher et al 1997; Kastelic and Melinn 1997; Babbage 1998). For example, boredom often results when students are required to memorize large amounts of data that are not integrated with each other and not linked to important principles or ideas. Thus, history students may be required to memorize names, dates, and events without discussing their significance for understanding the process of social life.

Boredom can afflict students at any level the slowest students may be bored because they cannot grasp the materials and see no point to what they are doing. But one of the more deprived groups of students are the millions of interestedly and creatively gifted children. Gifted elementary students have typically mastered anywhere from a third to a half of the curriculum in five basic subjects before they even begin the school year, but most teachers make few, if any, provisions for them (US Department of education 1993a).

The attitudes of teachers also contribute to educational problems. low salaries, inadequate resources and poor working conditions lead some teachers to change professions others remain in teaching, but they develop jaded attitudes about their work and education generally (Robert H. 2000).

Teacher's attitudes are rooted in the conditions under which they must work. To the extent that teachers believe that their effectiveness is constrained by bureaucratic rules, or that they are inadequately compensated for their work, or that they have other undesirable conditions under which they must work, the quality of teaching is likely to go down (Carneige report 1997).

The quality of teaching also contributes to the level of educational attainment. Many instructors are teaching subjects for which they are not trained (Education week 2000). Tents of thousands of teachers have been hired with emergency or substandard certification (Apple Borne 1996). Estimated of incompetence among public school teachers run as high as 10 percent (Lavelly, Berger, and Fulman 1992). These teachers are more likely to be in schools serving the lower stratas. And even when the teachers are competent, they are likely to come from middle-class background and find it difficult to understand, relate to, and help children from disadvantaged backgrounds (Potterfield and Pace 1992).

Other causes of school dropouts are: living with both biological parents seems important to the child's achievement. Children who live with a single parent or a with a step parent during adolescence receive less encouragement and less help with school wprk, and achieve less than those living with both birth parents (Astone and McLanahan 1991, Henson 1999). Among those in single-parent households, grades are lower than for those living with both parents and grades are lowered even more by father absence than by mother absence (Muikey, Cram, and Harrington 1992), Coley. 1998).

Due to peer pressure others are involved in drug abuse. Drug abusers suffer significant school problems. Marijuana users are twice as likely as non users to average Ds and Es. A Philadelphia study showed that four out of five dropouts are regular drug users. (David 2000).

2.2.4. The atmosphere

Atmosphere affects students learning and performance in high school class rooms, for example, students attend more to their work when they perceive clear rules for behavior and activities, teacher control of the class, and teacher support and innovation (short and short 1988). The teachers have created the kind of atmosphere that is conducive to learning. In contrast, students in schools with problems such as high teacher turn over, low standards, and vandalism do less well than those in schools without such problems (National center for education statistics 1990 -5).

Perhaps even worse than the rigidity that precedes individual schedules of learning is the atmosphere of fear in which some students must function. In a national survey, researchers found that 4 percent of high social students missed at least one day of school in the 30 days because they felt unsafe at school or when traveling to and from school (Synder and Sickmund 1999-67).

To keep the situation in perspective, it is important to point out that students are safer at school than away from school. They are more likely to be victimized in settings other than the school building, but this does not erase the fear they experience in school. Moreover, consider the following results from a national survey (Synder and Sickmund 1999-67-76). 20 percent of males and 9 percent of females report having a physical fight

at school at least once during the year. 36 percent of males and 29 percent of females report having property stolen or deliberately damaged. 13 percent of males and 4 percent of females admitted to carrying a weapon to school. 32 percent of males and 25 percent of females said they had been offered, sold or given an illegal drug on school.

All the above problems are more severe in poor, inner-city schools where many students are affected by the crab bucket syndrome. The crab bucket syndrome refers to the fact that inner city students who try to free themselves from the culture of gangs, drugs, and violence and do good work face enormous pressure, harassment, and even violence as others try to pull them back into the bucket (Shanker 1994a).

2.2.5. Social class, family background values and achievements.

It is true to say that the family exerts a profound influence on the response of the child to the school environment. Certain characteristics of the lower-state family tend to depress cognitive development. This suggests that children who come from such families enter school with an intellectual disadvantage (Guo 1998).

A foundation report noted that large numbers of children are coming to school with a background that includes poor health care, parents who are minimally involved with them few preschool opportunities, un safe neighborhoods, and some degree of malnourishment (chira 1991).

Parental educational attainment and parental influence and expectations for children strongly affect children's educational aspirations and achievement (Bourque and Cosand 1989; Goyettee and Xie 1999) in turn, the parental behavior is related to social class; the

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The research was presented in a form of a descriptive survey. This made it possible for the researcher to use a sample of variables instead of the whole population.

Qualitative and quantitative designs were used. Qualitative research helped identify themes and concepts which were defined and this helped get a deeper meaning of the study while quantitative helped in analyzing the numbers involved in the study.

3.2 Environment

The research was taken in Kenya and schools from Karatina division in Mathira district.

3.3 Respondents / subjects / participants

The study included students, teachers, head teachers, parents and the public respondents that is community members.

The parents, teachers and head teachers were selected by purposive sampling. Random sampling and stratified sampling were used for secondary schools respondents. This helped to make sure that the significant subgroups were represented in the sample. Six schools were studied and boys and girls interviewed. The types of schools included: Single sex schools and mixed schools. For the community members accidental sampling was used that is the researcher picked individuals according to her choice and included

3.6 Statistical treatment of data

The frequency and percentage was used to determine the number of sample respondents who were involved in the research process and the number that participated positively in contribution to the research.

Formula:

$$\text{Percentage (\%)} = \frac{F \times 100}{\text{Total number of respondents}}$$

Total number of respondents

Where F = number of respondents observed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The aim of this research was to investigate the low completion rates of secondary school students in Karatina division in Mathira district. Six schools in Karatina division in Mathira district were included in the study.

Table 1: Gross enrollment of schools in Mathira district

Year	1998	1999	2000	2001	2002
Girls	1,615	1,545	1,393	1,371	212
Boys	2,292	1,770	2,281	1,880	261
Total	3,907	3,315	3,674	3,251	473

Source: Primary data 2010

The above table shows the gross enrolment of schools from 1998 to 2002. As we progress from year to year the completion rate decreases Enrollment in 2000 slightly increased but decreased in 2001. The number of girls completing secondary school is low compared to boys. It can be concluded that girls are the most affected when it comes to drop out.

Table 2: Do you know anyone having a relationship with an older man?

Base	Frequency	Percentage
Yes	80	61.5
No	20	15.4
No sure	30	23.1
Total	130	100

Source: Primary data 2010

The table shows that the majority know of girls who are having relations with older men for money and that is 80 and those who don't know are 20 while those who are not sure are 30.

The lack of property government support has placed a considerable economic burden on the parents and the children. Some of the dropouts interviewed were orphans who after losing their parents could not continue because they had no one to pay for them. One drop out had this to say:

My parents died when I was in form I and my relatives came and took us to the village and we had to work in the farm instead of going to school. We were also mistreated and I decided to run away to a place where I could do petty jobs for money”

(FGD participant)

The teachers revealed that it is because of poverty that children had to do domestic work before they went to school and this leads to late coming and in most cases the child is tired and cannot concentrate in class which leads to poor performance and repetition and hence drop out.

.....The children normally come late and when they are asked why they say I had to wash the plates before I came

(Teacher's interview)

The children are also always absent since they are always sent away from school due to non payment of school fees and this leads to absenteeism and hence poor performance.

".....I was always chased away from school and I did not know why my parents were not paying my school fees. Most of the times I stayed at home due to non payment...."

4.1.2 Poor performance

It was established that poor performance was one of the reasons for low completion rates. students who perform poorly tend to hate the school environment and hence dropout.

The following table shows the number of the respondents who dropped out due to poor performance.

Table 3: Drop out due to poor performance

Base	Frequency	Percentage I
Yes	5	25
No	15	75
Total	20	100

Source: Primary data 2010

According to the table 5(25%) dropped out mainly because they were performing poorly. However the 15(75%) who did not drop out due to poor performance say that somehow poor performance contributed to them dropping but it was not the major reason. Those who dropped out due to poor performance gave reasons as to why they were performing poorly and they are, absenteeism, late coming, they couldn't concentrate in class since they had to first work at home and therefore were tired when they reached school and in most cases reached late at school. They also mentioned that the distance to school was far and they had to walk to school and that's why they reached to school late. However some had a bias on certain subjects and therefore did not make the effort to improve on the subjects they did not like. Questionnaires given to the students showed subjects they liked the most and the ones they hate and this was the response.

Table 4: Subject preference according to gender Boys Girls

Subjects liked	Mathematics Biology Chemistry Accounts Physics Geography	English Literate History Geography
Subjects hated	English History	Mathematics Physics Chemistry

Source: Primary data 2010

According to the table the boys mostly like science subjects and hate art subjects while the girls like art subjects and hate science subjects.

According to the teachers this kind of bias on some subjects by students leads to poor performance which brings about repetition and hence drops out.

The head teachers also revealed that some students transfer schools almost every term and this is so because they do not want to pay the school fees demanded in the previous school. This according to the head teachers contributes to poor performance because all schools do not teach at the same pace and so the student may transfer to a school where

according to their syllabus they are ahead and picking up for the student may be difficult which leads to poor performance and repetition and hence dropout.

The dropouts were asked whether they were encouraged and helped when they performed poorly. And according to them the teachers did not mind whether they performed well or poorly.

“...my performance was not good and one time a teacher said I was useless and should get married instead of wasting my time at school...” (School drop FGD participant)

The lack of encouragement causes more problems and makes it worse for students who are performing poorly. They also revealed that their fellow students were teasing them in regards to their performance and they could not cope up with the situation and hence dropout.

When the teachers were asked about it they said that their job was to make the students perform well and therefore they had to make sure they did well. However some students were stubborn and encouraging them was difficult According to the teachers some students did not like school and therefore did not mind whether they performed poorly or not.

“...how can you encourage such a student ...” (Teachers interview)

4.1.3 Early marriages and early pregnancies

The study found out that cultural practices are retrogressive towards education generally and more especially the girl child. Such communities prefer to marry their daughters for material gain.

Marriage and pregnancy were increasingly mentioned as reasons for premature school leaving.

It was revealed that girls whose pregnancies are detected are required to dropout of school, at least temporarily.

However it was reported that even though girls who produce are allowed to return to school the fraction of mothers returning to school was low. The study also discovered that school girls have to choose between dropping out or undergoing abortion that is typically illegal and therefore likely to be unsafe in order to remain in school.

The study discovered that counseling and guidance services were lacking in most schools and therefore the girls did not know what they were doing.

One head teacher revealed that girls are now turning to contraceptives to prevent pregnancies and yet this is dangerous to their health. She revealed that the girls start getting dizzy or sick because of the effects of the drugs they take and then miss classes which leads to poor performance and repetition then dropout.

The community members in a FGD revealed that parents fear for their daughter's pregnancy before marriage results in girls being into marriage immediately before finishing school. They further said that some parents believe that girls getting more education will find it difficult to find husbands. However during the research few female respondents unlike the male mentioned early pregnancies as one of the causes of dropout. This is probably due to the shyness of treating such matters as taboo.

4.1.4 Teacher's attitudes

The study revealed that teachers attitude led to low completion rates teachers play a key role in the learning process since students spend most of the day time with them. The teachers should create a conducive atmosphere for effective and full enjoyment of learning to take place. (Education week 2000)

The study revealed that teachers can contribute significantly to student's dislike of the entire school atmosphere. It was also found out that teachers attitudes were rooted in the conditions under which they must work. The teachers revealed that they work hard and they are not appreciated.

According to them they had many problems which included the following.

Table 5: Problems faced by teachers

Problem	No of teachers	Percentage
- Lack of staff Houses on school	30	93.7
- Delays in salary	10	31.3

- Attitude of community towards teachers.	20	62.5
- Lack of good environment	10	31.3
- Families are far away	15	46.9

Source: Primary data 2010

Out of the 32 teachers interviewed 20 mentioned that one of the major problems they had was the attitude the community had towards them and their profession. According to them they were not respected and regarded as low income earners who could only go to the market at end of the month that is after being paid.

This leads to them developing jaded attitudes about their work and education. The most mentioned problem was lack of staff compound houses which was mentioned by 30 out of the 32 teachers. According to them they did not have houses near the school to enable them reach early at the school. Rental houses were also in a big shortage and if any those found are small rooms made of timber that cannot accommodate senior staff with their families.

The situation of accommodation affects the education system in that the teachers reach late at school and therefore have no time to plan for lessons.

Other mentioned problems were delays in salaries and this was mostly mentioned by teachers who were new and according to them their salaries were not paid in time and therefore they did not teach well. Lack of good environment was also mentioned as a problem and families being away from the working place. This creates a lot of stress for

the teachers. The study discovered that the students - - teacher relationship was important in educational attainment.

The students were asked how their relationship was with their teachers and this was the response.

Table 6: Student - teacher relationship

Base	Frequency	%age
Good	80	61.54
Fair	35	26.92
Missing	15	11.54
Total	130	100

Source: Primary data 2010

The table above shows that 80(61.54%) have a good relationship with their teacher and 35(26.92%) fair while 15(11.54) say it is missing. In cases where the student-teacher relationship was missing there was likelihood of students dropping out of school. According to the drop outs teachers comments contributed to school dropout.

According to a school drop out, the teacher would always comment on her performance and one time rendered her useless. When a teacher was asked about the incidence he said that there was no need to waste time on students who would drop out any way.

It was therefore realized that the teacher support system was weak.

4.1.5 Student's attitudes

The attitudes of students toward school and school work affect their achievement. The study found out that some students do not take education serious and this was evident on the questions asked to students of why they were studying and this was the response.

Table 7: Reasons for studying

Reason	Frequency	% age
Get a profession	100	76.9
Please my parents	20	15.4
Fit in society	10	7.7
Total	130	100

Source: Primary data 2010

In the above table most of the students are studying to get a profession while others are studying because they are forced by parents and others want to fit in the society.

The study revealed that such students are from rich families and therefore see no reason of studying.

According to them people study to get money and if their parents have it then why should they study.

The students also find education boring and this was so because students are required to memorize large amounts of data that are not integrated with each other and not linked to important principles or ideas. The students revealed that what they were taught was not relevant.

According to the study students who were slow learners could not grasp the materials and this leads to them being frustrated and hence dropping out. The research found out that these students are talented in things like sports, music and art.

The students also viewed education as useless since most people who are educated do not have jobs and then was the use of studying. The teachers commented that such students do not care about their academics which leads to poor performance and then repetitions and then dropout.

4.1.6 Parent's attitudes

The attitudes of parents towards education also contributed to low level of education attainment. The community members revealed that girls are the most affected where parents view girls education as useless and therefore have to get married and for boys to go and work. The teachers revealed that such parents even though their children were in school they would not participate in their children's education that is visiting the schools to find out how their children were fairing and did not ask their children the reports in return the students did not care about their education and therefore performed poorly and hence dropout.

4.1.7 The atmosphere

The study revealed that the atmosphere in which the students live in can affect their studying. Questionnaires given to students reveal that if students are afraid of the school environment they are likely to drop out of the school. The students mentioned that they sometimes miss school because they are afraid of some students who bully them at school and sometimes force them to do what they do not want like taking drugs. One of the students mentioned that they had a group of girls whom she referred to as gangs who according to her terrorize students and this has scared many students. Those who cannot cope up end living the school. According to the teachers such students exist but are difficult to get because they scare their victims that if they reported them and they were dismissed they would face it rough and therefore the victims keep quite and the culprits go Scot free.

The students mentioned that the environment was also cold and sometimes they would fail to go to school because they fall sick.

They also mentioned that the way they are taught also makes the atmosphere unbearable that is the teachers made the rules and they were expected to follow and more to that all they did was attend more their work with strict rules to follow.

4.1.8 Social class and family background

Research findings show that the family has a profound influence on the child's educational attainment, the researcher noted that students who come from poor families are associated with poor health conditions and therefore are always sick and miss class

which leads to poor performance and hence repetition and finally school drop out. The educational attainment of the parents also affects the educational attainment of the students. According to the community members parents who did not attain a higher level of education cared less whether their children went to school or not. They did involve themselves in the children's education that is attending school meetings and checking on the performance of their children. The lack of encouragement from the parents therefore affects the child because he/she does not take education serious and more to that he/she has no one to look up to as a role model.

4.2 Effects of school drop outs on the community

All the respondents who were interviewed agreed that school drop outs had an effect on the community.

According to the community members the drop outs involved in delinquent behaviors which included prostitution, drug abuse and stealing. The involvement of girls in sexual behaviors has increased the spread of diseases like AIDS and STDS.

These children are a bad influence to the students because they encourage them into leaving school.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Summary

This section discusses the findings on the low completion of students in secondary school. In table I we saw that year by year the number of students completing school decreases and according to the table girls who dropped out were many compared to boys and therefore it was concluded that girls are the worst hit when it comes to the phenomenon of drop out.

Poverty was one of the reasons mentioned for low completion of secondary schools. According to the respondents education was expensive and that the parents could not manage paying for their children. Poverty exerts an influence on the child's performance for example malnutrition and poor living are bound to have an influence on the child's health. (David 2000)

The study also revealed that poor performance led to low completion of secondary school students. When a child performs poorly he/she keeps on repeating and this makes them lose hope in education and therefore drop out. The reasons given for poor performance were late coming due to work at home, absenteeism due to sickness and lack of school fees and attitudes of students towards certain subjects.

Early marriages and early pregnancies were also mentioned as the causes of low completion since parents marry off their daughters early because of poverty. It was also

established that because of poverty girls engage into sexual relationships with older men and therefore get pregnant and therefore have to drop out.

The attitudes of the teachers, parents, and students also affected low completion of secondary school students. The teachers mentioned that sometimes they develop certain attitudes because of the problems they face.

The atmosphere was also mentioned as a major problem in the educational attainment the students mostly mentioned the atmosphere of fear where their fellow students bullied them.

Finally it was revealed that the background of the child affected his/her achievement of educational attainment. If the parents are not educated then the child will receive no encouragement from the parents and this affects the child negatively.

5.2 Recommendations

There's need to improve on the market systems for both the agricultural and livestock products so that parents earn enough to be able to pay for their children. And improvement to accessibility credit should be developed.

There is need for head teachers of reasonable experience and seniority able to exercise initiatives, take decisions and carry out effective day to day professional management with support from the rest of the staff. Education policies that will make the curriculum at all levels more relevant to the students should be adopted.

For the girls supportive legislation should be enacted and mechanisms put in place to ensure that girls are not married off in the pretext of cultural conformity.

Alternative education systems for out school children should be encouraged to cater for the large number of school drop outs. Counseling and guidance programs should greatly be encouraged to assist those adolescents whose environment is more trying. Provide trained and qualified teachers who will meet the needs of education curriculum at all levels. Government should enhance and administer schools and education programs through supervising and inspection services. The community should be sensitized and taught about the importance of education.

5,3 Conclusion

From the study it can be concluded that poverty is the major reason for low completion of students because it was because of poverty that young girls are married of an early age, girls are involving in sexual relation ships because of money and parents are with drawing their children from school because of school fees.

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APPENDIX A

QUESTIONNAIRE FOR THE STUDENTS

Dear respondent,

The purpose of this research is assist the researcher Mwai Susan Wanjira examine the causes of low completion of secondary school students in Karatina division. You have been randomly selected to participate in the study Please tick appropriately or fill in the blank spaces involved. I would like to bring to your attention that this research is purely academic and will be treated with utmost confidentiality.

N.B. Do not write your name any where on this paper.

Personal information

Sex

Male

Female

Age

13 and below

14-18yrs

18 and above

Class

Father's occupation

Mother's occupation

Part A

Are you a day scholar or boarding scholar?

.....
.....

If day state the means of transport

.....
.....

What is the distance from your home to school?

.....
.....

How do you spend your time after school?

.....
.....

Do you always come late to school?

Yes

No

If yes why

Have you ever been sent back for none payment

Yes

No

Has your schooling ever come to a halt?

Yes

No

Do you know of any girl involved in sexual relations with older men because of money?

Yes

No

PART B

How is your performance at school?

Good

Fair

Poor

If poor what is the reason for your poor performance

.....
.....

Do you receive encouragement from your teachers?

Yes

No

What would you like to be after your studies?

.....
.....

Please name the subjects that you like most at school and why

.....
.....

PART C

Do you receive counseling services in your school?

Yes

No

For girls do you have any cases of pregnant girls?

Yes

No

Not sure

Was she discovered by the authorities?

.....
.....

If yes what did they do to her

.....
.....

If no what did she do

.....
.....

PART D

Do you like your teachers?

Yes

No

Give reasons for either answer

.....
.....

How do you relate with your teachers

.....
.....

How is the teacher student relationship?

- Good
- Fair
- Missing

Do they encourage you in your studies?

.....
.....

Would you like your head teacher to be changed?

.....
.....

Why are you studying?

.....
.....

Do you think that what they teach you is relevant?

.....
.....

Give reasons for your answer

.....
.....

Do your parents like the idea of you going to school?

.....
.....

If no why

.....
.....

PART E

How do you find the school atmosphere?

.....
.....

Do have anyone disturbing at school

.....
.....

If yes why

.....
.....

Are your teachers very strict?

.....
.....

PART F

Do your parents encourage you in your studies?

.....
.....

Do they check your report cards and progress of your studies?

.....
.....

Do they attend school meetings?

.....
.....

Interview guides *for* teachers and head teachers.

Teachers

1. How long have you been a teacher?

.....
.....

2. What attracted you to teaching?

.....
.....

3. Do you have students who are always sent away from school?

.....
.....
.....
.....

4. Why is that so

.....
.....

5. How do you deal with students who perform poorly?

.....
.....

6. What kinds of problems do you face?

.....
.....

7. Do you have counseling programs for students?

.....
.....

8. How do you handle pregnant girls?

.....
.....

Head teachers

1.. How many students do you have in your school?

.....
.....

2. What is the fees structure?

.....
.....

3. How many teachers are housed in the school compound?

.....
.....

4. Do you pay teachers?

.....
.....

5. How do you motivate the teachers?

.....
.....

6. Do you have feeding programs in your school?

.....
.....

7. Are they paid for?

.....
.....