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**PERCEIVED INFLUENCE OF HOUSEHOLD INCOME ON COMPLETION OF  
SECONDARY SCHOOL EDUCATION IN TURKANA COUNTY**

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**ABSTRACT**

The value of education is emphasized as a catalytic tool that enables Kenya restructure itself so as to achieve vision of 2030. However, there has been low completion rate of secondary school education especially in Turkana County. The purpose of this study was to examine the perceived influence of household income on completion of secondary school education in Turkana County. The study was guided by the theory of educational productivity. The study used pragmatism paradigm, mixed methods approach including descriptive survey research design. The target population comprised of stakeholders from 67 public and private secondary schools. Notably, 67 principals, 100 senior teachers, 200 parents, 377 form-two students, 6 sub-county educational officers and 356 secondary school drop-outs were included. Data was collected through close ended questionnaires, interviews, focus group discussions and secondary data was also collected. Study tools were piloted in 7 schools from Baringo County which neighbours Turkana County. Quantitative data was analyzed using Statistical Package for Social Sciences Version 26. Descriptive and inferential statistics were derived while thematic analysis was used on qualitative data. Pearson correlation coefficient for household income was  $r=0.872^{**}$  at  $\alpha < 0.002$ . The study concluded that due to high poverty rates and low sources of income in Turkana County, parents/guardians were not able to provide food, clothes, school fees, and decent shelter to the students to enable them remain in school. There were few scholarships, donations and bursary opportunities provided to selected students but did not cater all their educational expenses. Additionally, even though the government had established education policy framework to support the students, funding was a major impediment towards fully implementing the policy. The study recommends that both the government and non-governmental organizations should establish income generating programs meant to improve the livelihoods of the residents of Turkana County for sustainability of education for the children to stem the high dropout rates.

**KEYWORDS:** - Household Income, Completion of Secondary School Education, Turkana County.

## **1.0 INTRODUCTION**

Education in its basic definition entails the ability of a learner to obtain systematic instruction from a qualified teacher and after which they are tested to affirm their understanding (KNEC, 2022). It is paramount to note that for an education system to work effectively, there must be several factors that spell success such as information literacy. However, Secondary school going students in global, regional and local context have been experiencing challenges that have negatively affected their school completion rate.

Secondary school students in American state of Florida have experienced low academic performance which has demotivated them to complete school (Institute of Education Sciences [IES], 2023). This is because they lack adequate time and focus to concentrate on their studies since they are on internet instead of doing studies. Regionally, students in South Africa have been struggling with indiscipline cases in schools causing massive suspension and expulsions (Patrinos&Psacharopoulos, 2020).

According to Attakumah (2020), more than 60% of Ghanaian secondary schools have previously experienced insufficiency in textbooks and other key educational resources like laboratories and libraries. Locally in Kenya, there have been high poverty rates which have resulted to numerous child labor cases in a bid to support parents to earn basic needs instead of going to school (Dunne et al., 2021). The cases become even more severe when the demise of parents/guardian happens hence no one is available to provide basic needs to the students hence the drop out of school.

Household income refers to the total monthly income that the working adults in a homestead have brought home (Kenya National Bureau of Statistics [KNBS], 2022). This income is directed at sorting out bills and is also used for savings as a measure of preparing for contingencies. Therefore, in relation to students, it is paramount that their parents/guardians' access suitable income generating ventures that would provide them with the required financial resources. These resources are much needed in the life of a student to sort out their personal needs such as quality and balanced diets, suitable shelter, decent uniforms, stationeries (text books, exercise books, and pens), and also pay school fees (Chemaget, 2020).

### **Statement of the Problem**

The education system in Kenya has continued attracting serious comprehensive reforms since 1981 that require laying academic foundation through solemn learning (MOE, 2020). The knowledge acquired is tested at the end of each level of education based on the guidelines of the curriculum. This has enabled students acquire fundamental knowledge and skills that are applicable to life such as in communication, and reasoning abilities (Won-Tack & Warner, 2021). Therefore, a student is

supposed to attend classes without fail till they complete the syllabus so as to advance to the next level of education.

However, there has been low completion rate of secondary schools' students in Kenya. Notably, KNEC (2022) insists that the problem is very much rampant since frequent absenteeism stands at 75.5% in secondary schools in Kenya. As a result, most students fail to complete the syllabus on time, class repetition and overall high drop-out rates result (MOE, 2022; 2020a). According to KNEC (2022), there were 30.7% cases of class repetition in 2020 especially in form four. Similarly, there were 31.7% cases of school drop-out which were affected by lack of school fees while 26.6% were due to early marriages and pregnancies. Turkana County is situated in the Northern dry lands part of Kenya which are arid and semi-arid and where nomadic pastoralism is practiced as a way of life. Secondary school students are affected by the harsh climatic conditions and the cultural settings and low incomes which are not friendly to education leading to high dropout rates. This study sought to establish the perceived effects of household incomes on the secondary school completion rates.

### **Purpose of the Study**

To examine perceived influence of household income on completion of secondary school education in Turkana County.

### **Research Hypothesis**

**Ho<sub>1</sub>** There is no influence of household income on completion of secondary school education in Turkana County.

### **Theoretical Review**

This study was guided by Theory of Educational Productivity [TEP] which was developed by Walberg (2006). This theory stated that for successful learning process to take place, the suitability of diverse environmental factors linked to the parental/guardian, community and psychosocial support, was needed. Therefore, theory of educational productivity was linked to the household income in the sense that, the availability of dispensable amounts of money that adults in a family earned in a day, week, month or a year motivated them to sort out the student's personal needs. These needs were related to food, shelter, medicine and education required for their children to complete school (Jillaow et al., 2020).

The source of the income varied depending on the job opportunities available to the family adults. If the working members of the family were able to earn decent wages from sustainable casual jobs or from monthly salary, they were in a position of funding the education of the students in secondary schools. Notably, members also got income from selling family assets like livestock or through moneys earned through self-help group savings to buy books for students (Zhang et al., 2020).

In addition, some family members were business oriented whereby they earned from profits generated in the cause of running the operations of businesses or from other investments made in form of rental houses and transport businesses, among others. Additionally, Dune et al. (2021)

suggested that older family members that had retired from work-force and were entitled to pensions used the money to pay school fees for the younger members of the family. Other sources of household income were gifts, scholarships and grants or cash by various organizations to compliment the income needed to pay for the needs of the students to complete school. All these sources provided income to a household for paying school fees for the students. This motivated the students to work hard in school to not only complete school but do so with good grades that benefitted them in shaping their careers.

### **Empirical Review**

Household income refers to the total monthly income that the working adults in a homestead have brought home. This income is directed to sort bills and also used for savings as a measure of preparing for contingencies (KNBS, 2022). Additionally, household income is also used to fund the education through fees payment, buying uniforms, books, providing nutritious meals and other basic needs for the students.

Globally, Guo et al., (2023) explored how Chinese middle school (7th and 9th grade) students' academic performance was affected by the structure of their families. The structure considered included both parent families, either mother or father families and absent parents' families. The study established that the sources of parent's income were majorly on salaries, wages, investments and pension. Further, student's performance was influenced through two ways mainly the socioeconomic conditions of their families and parental contribution. In relation to socioeconomic conditions, Guo et al., (2023) pointed out that the presence of combined father and mother's monetary contribution or those from single mother families, did not differ so much and hence enabled the student perform exemplary well.

Addai (2022) investigated how much was spent by Ghanaian families on education and what was contributing to the expenditure. The study covered sixteen thousand, seven hundred and seventy-two families on the Ghana Living Standards Survey [GLSS] 2013-2014. Notably, Addai (2022) established that on average, families spent fifty-two percent of their income on education. The income was mainly generated from selling farm produce, businesses, salaries, and wages. Being more specific on secondary school, it was established that when families spent more in this level of education, it enabled the students get higher chances of completing school as well as attaining entry to prestigious universities in Ghana.

Anderson (2023) assessed how the education returns were impacted by consistent school closures due to covid-19 in Kenya. A phone survey that was done by World Bank, working in conjunction with KNBS and the University of California considered 40,226 households in the study. According to Anderson (2023), when schools closed, the ability of household income such as from investments, self-help groups and pension, enabled students access internet to continue with e-learning. However, when the pandemic ended, the students who had access to education were not willing to return to school hence a negative influence. Further, the study found that more girls came back to school compared to boys aged 12 years and above, so as to complete the academic programs.

## 2.0 MATERIALS AND METHODS

The study used pragmatism paradigm, mixed methods approach including descriptive survey research design. The target population comprised of stakeholders from 67 public and private secondary schools; notably, 67 principals, 100 senior teachers, 200 parents, 377 form-two students, 6 sub-county educational officers and 356 secondary school drop-outs were included. Closed-ended questionnaires were administered to principals, senior teachers, and form two students. Sub-county education officers and school dropouts were interviewed. Additionally, qualitative data collection from parents was done using focus group discussion while secondary data was gotten from schools' reports and manuals from 2019-2023. Study tools were piloted in 7 schools from Neighboring Baringo County. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS Version 26) and presented descriptive and inferential statistics while thematic analysis was used to interpret qualitative data. The presentation of the results was done through tables and figures. The study ensured that ethical standards were maintained throughout the process. The process related to seeking authorization from Kenya Methodist University (KeMU) for ethical consent and the National Council for Science, Technology and Innovation (NACOSTI) for research permit. Notably, the study also ensured that the interactions with the respondents and data preservation was ethically conducted in terms of seeking consent from the respondents through introduction.

## 3.0 RESULTS AND DISCUSSIONS

### *Response rate*

The study had a sample size of 67 principals, 100 senior teachers, 200 parents of school dropouts, 377 form two students, 6 sub-county educational officers and 356 school drop-outs hence forming a total of 1,106 respondents. The response rate is as presented in Table 1.

**Table 1**

### *Response Rate*

Category	Sample size	Response	Percentage (%)
Sub-county education officers	6	4	67
Principals	67	54	81
Senior teachers	100	93	93
Parents	200	144	72
Form two Students	377	369	98
School dropouts	356	210	59
Total	<b>1,106</b>	<b>874</b>	<b>79</b>

As shown in Table 1, 4(67%) sub county education officers; 54(81%) principals; 93(93%) senior teachers; 144(72%) parents 369(98%) form two students; and 210(59%) school drop outs, took part in the study. This translated to a total of 874(79%) respondents. According to Mugenda and Mugenda (2003), a response rate of 75% and above is considered high enough and indicates success.

### Reliability Results

The respondents from the pilot study were 7 principals, 10 senior teachers, 20 parents, and 38 students, a sub-county educational officer and 36 school drop-outs hence forming an overall total of 112 respondents. Table 2 provides the reliability results of the pilot test.

**Table 2**

Instrument	Cronbach's Alpha	N of Items
Questionnaires	0.912	55
Interview guide	0.887	37
Focus group guides	0.738	20
Average	0.846	

### Reliability Results

Cronbach Coefficient alpha for constructs in the questionnaires was 0.912; for the interview schedules was 0.887; and for the constructs in the focus group guides was 0.738. This translated to an average of 0.846 which was greater than 0.7 which is the threshold for high reliability of the instruments. Therefore, having Cronbach index above 0.7 met the criteria for high reliability.

### Effects of Household Income on Completion of Secondary School

Table 3 indicates the results from form two students on the effects of household incomes on completion of secondary school education.

**Table 3**

Effects of Household Income on Completion of Secondary Schools by Form Two Students

Statements	1	2	3	4	5	Mean	Std Dev
Payment of fees from parent's income	0 (0%)	144 (39%)	106 (29%)	78 (21%)	41 (11%)	3.13	1.46
Ability to feed well and sleep in a good house	270 (73%)	31 (8%)	7 (2%)	43 (12%)	18 (5%)	2.19	1.97
Less stressful about future studies	7 (2%)	0 (0%)	10 (3%)	30 (8%)	322 (87%)	4.84	0.60

Motivated not to miss school	19 (5%)	76 (21%)	5 (1%)	172 (47%)	97 (26%)	3.68	1.21
Not involved in manual jobs	100 (27%)	91 (25%)	0 (0%)	178 (48%)	0 (0%)	2.85	1.55
Rewarded for good grades by parents	14 (4%)	25 (7%)	0 (0%)	41 (11%)	289 (78%)	4.89	0.32
<b>Overall mean and SD</b>						<b>3.59</b>	<b>1.18</b>

Table 3 indicates that 352 students agreed (mean-4.84, SD-0.60) that they were not stressed since they knew that their families had enough investments which could cater for their studies. However, 301(81%) students disagreed (mean-2.19, SD-1.97) that, they were able to feed well and sleep in a good house since their parents/guardians earned good income. That meant that they actually lacked such good houses due to low levels of income or the nomadic nature of pastoralists in the area who mostly lacked permanent houses. The low mean of 3.57 meant that most respondents were gravitating towards agreeing with most constructs or statements representing the dependent variable (effects of household incomes) on the dependent variable (school completion rates). The low standard deviation of 1.18 which is less than 2.0 meant that there was little variability in the responses.

The results imply that some of the families had enough wealth that could guarantee future sustained sources of income to enable students remain in school. However, the majority struggled with poverty requiring students to engage in child labor such as manual work, as a way of ensuring that there was sustained income in their households. Notably, even if their parents/guardians were in self-help groups, the disposable income required to cater for basic needs as well as education funding was not enough. Therefore, students were not able to neither feed well nor sleep in decent houses, which was detrimental to their physical and emotional wellbeing making their coping mechanism to learning process difficult to sustain hence low completion rate. Comparatively, Addai (2022) established that Ghana's education expenditure became difficult to fund from household income since most of the members relied on manual jobs.

Further, in other nations such as Nigeria, Ihugba, et al. (2022) also discovered that household income was not enough to sustain student's enrollment to tertiary schools but with no mention on their completion rate in secondary schools. Idris et al. (2020), linked unavailability of income to cater for education expenses to the relationship that parents' education level had in relation to their children's academic requirements. This meant that, if a parent was not educated to high levels, they saw no need to toil harder so as to educate their children.

Additionally, the study also sought information from principals on effects of household incomes on students' completion rates and their feedback is provided in Table 4.

**Table 4**  
 Effects of Household Income on Completion of Secondary School by School Principals

Statements	1	2	3	4	5	Mean	Std Dev
N=54							
Households are able to pay school fees	0 (0%)	48 (89%)	0 (0%)	6 (11%)	0 (0%)	2.09	1.70
Ability to link needy students to scholarships	0 (0%)	5 (9%)	1 (2%)	7 (13%)	41 (76%)	4.56	0.93
School calls for parent meetings	1 (2%)	10 (19%)	0 (0%)	3 (5%)	40 (74%)	3.87	1.05
School management accepts goods in kind	0 (0%)	11 (20%)	0 (0%)	28 (52%)	15 (28%)	3.87	1.05
The school is normally owed school fees arrears	0 (0%)	15 (28%)	11 (20%)	28 (52%)	0 (0%)	3.17	1.21
Debts owed to the school has affected quality teaching and learning	28 (52%)	0 (0%)	0 (0%)	22 (54%)	4 (7%)	2.26	1.80
<b>Overall Mean and SD</b>						<b>3.3</b>	<b>1.29</b>

Table 4 indicates that 48(89%) principals agreed (mean-4.56, SD-0.93) that the school was able to link needy students to scholarships as a means of assisting them to complete school. The sources of these scholarships included the National Government Constituency Development Fund (NG-CDF) among others. However, 48(89%) principals strongly disagreed (mean-2.09, SD-1.70) that, the households were able to pay schools fees on time meaning that most of them delayed in paying. The overall mean of 3.3 meant that most respondents were gravitating around the middle ground with some agreeing while others disagreeing with effects of the constructs of the independent

variable on the dependent variable with low variability in the respondents' range at a SD of 1.29 which is less than 2.0.

The implication of the results is that the management of secondary schools had made considerable efforts towards connecting the needy students to organizations and individuals that would fund their educational expenses so that they complete school. The results agree with theory of educational productivity in the sense that when school's management was involved in linking them to sponsors that would provide student's basic needs required to complete school, the students were able to do so effortlessly. That notwithstanding, the sponsorships were few hence the majority of the students were required to fund their education from their household initiatives. In the long run, most of them were not able to clear their school fees in time hence attracting huge arrears which negatively affected their learning process and eventual completion rates.

Comparatively, KNEC (2022) deduced that when form two students were adequately supported with basic needs, they were able to concentrate on their studies hence achieving higher grades and staying in school throughout the academic year. This was derived from monitoring learner achievement metric. However, when these needs were not provided MOE (2022), the students were required to think where their school fees would come from, they were more likely to fail in school examinations, become rebellious and eventually drop out of school. This problem was not only in Kenyan context but also in other nations such as Nigeria. According to Olubela (2021), the family socio-economic status had a lot to do with the attitude of the students towards completing their high school curriculum.

On the same subject, the study enquired from senior teachers on effects of household incomes on completion of secondary school education and their feedback is provided in Table 5.

**Table 5**  
 Effects of Household Income and Completion of Secondary School from Senior Teacher

Statements N=93	1	2	3	4	5	Mean	Std Dev
Difficulty to raise fees	20 (22%)	39 (42%)	13 (14%)	10 (11%)	11 (11%)	2.89	1.48
Salaries enable parents to provide basic needs	61 (66%)	5 (5%)	12 (13%)	15 (16%)	0 (0%)	2.01	1.72
Parents' ability to buy text books for students	21 (23%)	40 (43%)	1 (1%)	15 (16%)	16 (17%)	2.78	1.62
Reduction of uncertainty levels	26 (28%)	44 (48%)	1 (1%)	5 (5%)	17 (18%)	2.15	1.91
Sponsorship of students' remedial tuition	17 (18%)	47 (51%)	0 (0%)	20 (21%)	9 (10%)	3.95	1.025

Timely fees payment due to self-help groups	0 (0%)	49 (52%)	36 (39%)	8 (9%)	0 (0%)	3.22	1.38
Motivation to students to perform well	39 (42%)	22 (24%)	22 (24%)	7 (7%)	3 (3%)	2.16	1.92
Some families have very low incomes	1 (1%)	18 (19%)	3 (3%)	31 (34%)	40 (43%)	3.98	1.02
Overall Mean and SD						2.89	1.51

Table 5 indicates that 61(66%) senior teachers strongly disagreed (mean-2.01, SD-1.72) that timely payment of salaries had enabled parents/guardian to provide food, shelter and school uniforms to the students for those parents that were salaried. Additionally, the teachers also disagreed that, the income from household investments had provided motivation for students to perform well in school.

The results imply that the low ability of parents to get income failed to enable them to have the purchasing power to acquire basic needs for students for the parents that were in salaried employment. The results support the student retention theory on the basis that when students' expectations are not met, they are unable to get motivation from their homes affecting their desire to keep on striving with educational requirements in school.

Comparatively, Philimini and Mkulu (2020) found out that when there was nothing to motivate the students from their homes nor a role model they could relate with, students failed to acknowledge the need for high academic performance. Additionally, Otieno and Ochieng (2020) noted that failure to be motivated within the community was a recipe for negative peer influence leading to high drop-out rates or poor transition rates to the next academic levels.

### **Effects of Household Incomes on Completion of Secondary Schools by School Dropouts**

The study interviewed school drop-outs whose responses were coded using 'SDO'. On household income, they were asked three questions. The first question tasked them to explain whether and how income availability in their households could have contributed to their drop out. Their responses were grouped into two themes which were provision of basic needs (food, shelter, clothes and school fees) and uncertainty of their future. With regards to basic needs, the former students mentioned that when finances were low in their homes, it forced them to skip meals, live in temporary shelters that exposed them to harsh high temperatures, lacked clothes and school fees. A school drop-out SDO13 was quoted saying that,

*“Attending school on an empty stomach was never an easy thing making me to stop going to school.”*

A school drop-out SDO 22 was quoted saying that,

*“My parents did not have money to pay for school fees which made me feel discouraged.”*

A school drop-out SDO1 was quoted saying that,

*“It was very demeaning to go to school in tattered clothes exposing myself to male teachers. I opted to avoid the shame and got married.”*

The findings are similar to Muthami et al. (2023) who established that major reasons for school drop outs in Kenya was due to high poverty rates that caused the students to lack basic needs such as food, uniforms and school fees.

On the second theme about uncertainty of their future, former students complained that they saw no point in pursuing education when they knew clearly that their parents would not pay their college fees. In support to student retention theory, the findings depict of shattered expectations of the students regarding how they would navigate in life after completing secondary school education. Notably, the parents were in no position of providing their basic needs hence diming students' expectations that the support system would change even when they completed school, making the entire learning process fruitless.

The second question tasked them to highlight the various options that were available to raise income in their households. Their responses were grouped into three themes which included business ventures, employment and donations. With regards to business venture, the respondents mentioned that their households engaged in livestock keeping which was a source of livelihood for them after they sold the livestock. with regards to employment, the respondents indicated that their family members mainly relied on manual work more as compared to formal employment. This was due to their parents/guardian's education levels. With regards to donations, the respondents indicated that at times they received money from international and local donors. Other times, they received goods in kind to enable them survive in life. A school drop-out SDO29 was quoted saying that,

*“Money is hard to come by hence we are required to keep livestock for a living and during drought we engage in manual work.”*

A school drop-out SDO31 was quoted saying that,

*“Our family members have to rely on donations since we are very poor to even afford a meal.”*

The findings related with Mwihia and Ongek (2019) who pointed out that most boys in Nyandarua county dropped out of school to engage in manual work as a means of sustaining household income. Further, while considering hot harsh climatic region such as Wajir, Noor (2021) linked the dropping out to low parental support to sustain the basic needs of the students. The students therefore joined their parents in nomadism in order to be supported with basic needs.

The third question tasked them to elaborate whether they sought help from elsewhere to finance their education instead of dropping out. The responses issued were grouped into two themes which were bursaries and sponsorship from donors. The drop-outs indicated that before giving up on their education, they had made personal efforts to apply for bursaries which were either not sufficient or required bribing to be awarded. With regards to sponsorship, they had made efforts to talk to local politicians and teachers seeking sponsorship opportunities which were hard to come by. A school drop-out SDO6 was quoted saying that,

*“I have ever talked to my area MP to be supported financially so as to complete secondary school, which was unfruitful.”*

A school drop-out SDO40 was quoted saying that,

*“There is nothing I had not tried, let alone even applying for scholarship but was of no use if you did not have registration fees.”*

A school drop-out SDO11 was quoted saying that,

*“Life in hardship areas is not as simple as most education leaders put it. It is not uncommon for a student to go to school hungry and spend their day without food.”*

The results support the theory of educational productivity on the perspective that students could only be motivated if their basic survival needs were met by their parents/guardians. If a student fell sick and was not accorded the required medical attention, it would be hard for them to even gain strength of going to school. In support of the findings, Pinxteren et al. (2021) revealed that education system from dry land areas in Africa was hard to thrive. This was majorly due to competing interest on their survival to live or to go to school.

### **Results of Effects of Household Income on Completion of Secondary School by Sub County Directors of Education.**

The study interviewed sub county directors whose responses were coded using ‘SCD’. On household income, they were asked to elaborate the major sources of financing secondary school education in the sub-county. Their responses were grouped into two themes which were government and school fees. In relation to government funding, the directors provided information that the government was the major source of funding to secondary schools. It was the government that paid most teachers while temporary teachers were paid by school boards of management (BOMs). It was the government that provided textbooks and other learning materials. A director SCD4 was quoted saying that,

*“Public schools require government funding to survive beginning from stationery, furniture and payment of salaries.”*

With regard to school fees, the directors indicated that the students' guardians/parents were also required to pay school fees to compliment the funding from the government. A director SCD1 was quoted saying that,

*“The government allocates specific percentage of its budget to education. At times, it is not normally enough to sustain the operations of the schools.”*

A director SCD3 was quoted saying that,

*“Parents have to ensure that they take part in their children's education through payment of basic school fees.”*

The results support the student retention theory since the expectations that the students have is that various stakeholders such as the government as well as their parents were required to provide the funding. However, when either of them failed to perform their duty, it affected their consistency in learning due to frequency of the times sent to collect school fees. The same sentiments were echoed by Limo and Muchimuti (2022) who revealed that secondary education was inaccessible in some parts of Kenya due to inequality in funding. The study noted that major funding of public schools came from the government ministry with a supplement from normal school fees especially for feeding from parents. MOE (2022) pointed out that failure to release education funds by the government had pushed the burden to parents who could not afford. As a result, the students stayed home most times in a term prompting indiscipline and eventual dropping out.

The second question tasked them to explain the effect of failure to pay school fees on students drop out from secondary schools in the Sub-County. The effects mentioned included discontinuation from school, depression cases, and increased crime rate in the region. The directors mentioned that when school fees were not paid on time, students were sent home which affected their psychological status, especially when they knew their parents had no money to sort out the need. In the long run, it resulted to increased depression rates characterized by frequent suicidal rates, premarital sexual affairs and crime rates. A director SCD2 was quoted saying that,

*“When these students are not in school, they become mischievous and are easily used by rival communities to cause strife within the society.”*

A director SCD3 was quoted saying that,

*It is a very sad affair when a student fails to go back to school permanently due to lack of school fees. It triggers depressive thoughts in them affecting their self-esteem.”*

Comparatively, Aga (2022) noted with great concern that when boys dropped out of secondary school in Marsabit County, some of them due to bitterness, were recruited into militia groups such as Al-Shabaab. Gbogbo(2020) also identified early motherhood as a direct consequence of premarital sexual affairs that secondary school drop outs in Ghana engaged themselves in.

The third question tasked them to highlight the measures that the government was taking to ensure that there was parity in ensuring that students from poor households' completed school. The directors' responses were categorized into three themes which included; enhancement of education policy framework to dissuade principals from sending students' home; priority given to the poor students when being allocated bursaries; and education grant and school item donations to the needy students.

With regards to enhancement of education policies, the ministry was keen in ensuring that no principals sent students home to collect fees since most of them never came back to school. Additionally, the government through local political leaders provided bursaries allocation to needy students with recommendations from chiefs. Further, the government also partnered with individual corporate to provide various items required by students in secondary schools. These items were later donated based on the recommendations from local leaders such as village headmen and sub-county officers. These results support the theory of educational productivity since the assistance that the government provided to the schools through funding and directly to the students through bursaries (like NG-CDF) enabled the students remain in school when learning was taking place. A director SCD1 was quoted saying that,

*“The easier it is for students to directly acquire government support, the more motivated they are towards remaining in school for four years.”*

The results agree with the findings by Haidari (2021) who indicated that for various stakeholders such as school management, parents and student to feel the impact of free education program, there was need to clearly see the government in action through provision of books, bursaries and other learning materials.

The fourth question tasked the directors to explain what each of the stakeholders; government, teachers and community, were doing to minimize high secondary school drop-out rate. The responses given were that the government ensured that there was robust policy framework to support learning at the cheapest means possible. That was through empowerment of day secondary schools by provision of text books and teachers. This would ensure that students got resources to pass their exams and they would act as role models to other students if they could make it to the university. This was also revealed by MOE (2020a) that the arid and semi-arid regions were given affirmative action in certain aspects due to hardship concerns.

Further, the teachers provided consistent motivation of the purpose of education in a person's life, teaching and evaluating the student's performance. Lastly, the community provided a conducive environment for the students to attend school availed themselves in celebrating the students who had conquered and provided social support to the ones that had not performed well as well as protecting the vulnerable gender from traditional malpractices. A director SCD2 was quoted saying that,

*“The community leaders ensure that there is peace in the society to enable students go through learning uninterrupted by tribal clashes.”*

A director SCD4 was quoted saying that,

*“The community is so strict in ensuring that young girls do not get married off when they are supposed to be in school learning.”*

The results support the student retention theory on the fact that having working structures that may be formal or informal, protects the students from adults who may have evil plans of keeping vulnerable students out of school. As also noted by Kerobo(2022) due to increased teen pregnancies, most communities were working with governmental and non-governmental organizations to curb the vice. Thus, any person found guilty of having sexual encounter with minors was jailed for many years or required to pay hefty fines as provided for in the law. Therefore, the community members were always on guard to notice any such illicit affairs in the society.

### **Correlation Results**

The study had a null hypothesis that postulated that there was no perceived influence of household income on completion of secondary school education in Turkana County. Pearson Correlation was used to test the hypothesis as described in Table 6.

**Table 6**  
*Correlation Results*

		Completion	Household Income
Completion	Correlation	1	.872**
	Sig. (2-tailed)		0.002
	N	516	516
Household Income	Correlation	.872**	1
	Sig. (2-tailed)	0.002	
	N	516	516

The Pearson correlation coefficient for household income was  $r=0.872^{**}$  at  $\alpha < 0.002$  and 95% confidence level. It had high and positive correlation with the completion rate. Therefore, since and p-value less than 0.05, the study rejected the null hypothesis. These results are in line with those of Alvarado et al., (2020), which stated that the ability to consistently attend classes due to the fact that the tuition fee was paid, motivated the students to desire to complete college education. However, when there was low family income such as guardian salaries and wages, it resulted to low completion rates

### **Linear Regression Analysis**

The study conducted multiple linear regression analysis in order to show the influence of household income on completion rate among students in secondary schools as shown in Table 7.

**Table 7**

*Linear Regression Analysis*

Model	Unstandardized Coefficients		Standardized Coefficients B	T	Sig
	Beta	Standard Error			
Constant	.691	2.637		.262	.000
Household Income	.102	.072	.134	1.415	.001

Table 7 indicates that Constant is 0.691; household income is 0.102 at a p-value of 0.001. The results suggest that the parents/guardian of students should ensure they seek for additional sources of income such as salaries, wages, commissions, livestock sales income, and income from investments to improve their ability to support the student (Alkaabi & Noor, 2020). They should join in self-help groups to encourage savings that could help them raise quick funds when required under short notice.

#### 4.0 CONCLUSION

It was concluded that due to high poverty rates and low sources of income in Turkana County, parents/guardians were not able to provide food, clothes, school fees, and decent shelter to the students, to enable them remain in school. There were few scholarships, donations and bursary opportunities provided to selected students but these did not cater for all their educational expenses. Additionally, even though the government had established education policy framework to support the students, funding was a major impediment towards fully implementing the policy.

#### 5.0 RECOMMENDATIONS

The study recommends that both the government and non-governmental organization should establish income generating programs meant to improve the livelihoods of the residents of Turkana County. This would boost household incomes to enable parents/guardians have enough finances to provide basic education needs to the students. The international community and organizations such as the Bill Gates Foundation, Obama Foundation, IMF, and World Bank, among others should provide educational scholarships to students from arid and semi-arid regions of Turkana County so that many students would benefit from the education. The community leaders should work closely with residents on ways of value-addition initiatives and source markets on locally available products such as camel's milk, meat, and hides to enable them generate income to sustain education of students through secondary school.

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