

## **Influence of School Culture on Secondary School Completion Rates in Samburu East Sub-County, Kenya**

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**Abstract:** *One of the main challenges facing secondary education sector in Kenya and other parts of the world today is low secondary school completion rates, which is an indicator of low internal efficiency. Despite the effort by the central government of Kenya to initiate Free Secondary Education (FSE) and implementation of the policy of 100% completion rates, secondary schools are still experiencing low completion rates. The objective of this study was to investigate the Influence of school culture on Secondary School Completion Rates in Samburu East Sub-county, Kenya. The study adopted descriptive survey research design. The target population was 261 subjects derived from 254 Form Four students in secondary schools within Samburu East Sub-county, Kenya. Sample size of 156 form four students participated in the study as respondents. Stratified sampling technique was used to obtain respondents from the strata of boys and girls from mixed schools while simple random sampling technique was used to select boys and girls from single gender schools. Proportionate sampling was used to apportion respondents to each sampled school. The study established that school cultures would influence 38.2% positive change in secondary school completion rates in Samburu East Sub-county. This implies that implementation of management practices related to school cultures leads to increase in secondary school completion rates. It is concluded that performance of regular sacred songs, regular services organized by Christian societies, instillation of discipline and Regular prayers encourages students to complete their secondary school education. It is recommended that the Head of school teachers should make the school environment conducive for learning, build positive school culture, use available instructional resources, motivate learners, and monitor classroom management practices so as to improve secondary school completion rates.*

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### **I. Introduction**

Completion rates are the number of students completing form four in the same school expression as a percentage of those who enrolled in form one. World statistics indicates 84% enroll to secondary school while 70% students in low income countries do not complete their secondary school education<sup>1</sup>.<sup>2</sup> indicate that there are few countries in the world that have attained 100% secondary school completion rates. Secondary schools in Europe and Bangladesh close the dropout gaps in the institutions by employing school management practices<sup>3</sup>. They have developed school culture of encouraging project-based learning which is practical oriented, career and technology education right from the lower levels<sup>4</sup>. The countries in Europe and America ensure that their programs are managed well to suit the needs of the learners by having programs that are more practical designed primarily to prepare students for tertiary studies<sup>5</sup>.

<sup>1</sup> indicates that Sub-Saharan Africa has a completion rate of 37%. This percentage is far much below the 100%. In this region, the highest secondary school completion rates statistics between 2009 and 2015 drawn from the data report are as follows: Algeria (94%), South Africa (91%), Zimbabwe (87%), Namibia (81%) Congo and Kenya (79%) while Comoros and Zambia (75%). In Nigeria, some students still strive to complete their secondary school education due to inefficient management practices implemented in schools making many students drop out of school<sup>6</sup>.

Although Kenya has been rated as above average (79%) in terms of secondary school completion rates, the required target by the Government is 100%. The Kenya Ministry of Education reforms in the education sector, indicates that secondary schools should have attained 100% completion rates by 2010<sup>7</sup>. The draft indicates that the reforms are geared towards Sustainable Development Goals (SDG) and Education for All (EFA) of 2015.

Although the Kenyan government has greatly supported education, there are still a good number of student who drop out of school<sup>8</sup>. Samburu County in Kenya is categorized as an Arid and Semi-Arid Land

(ASAL) area characterized by harsh climatically conditions such as low rainfalls and prolonged droughts raising poverty levels <sup>9</sup>. According to the statistics of Samburu East Sub-county secondary school admission registers (2012-2018) there are about 51% students who complete their secondary education. It means that those who do not complete are about 49%. The preliminary findings prompted the researcher to investigate the influence of school culture on secondary school completion rates in Samburu East Sub-county, Kenya.

### Objective of the Study

- i. To investigate the influence of school culture on secondary school completion rates in Samburu East Sub-county, Kenya.

## II. Material And Methods

Descriptive research was adopted in the study because it had merits such as researcher having no control over variables and only reported what was happening <sup>10</sup>. In this study, the target population was 254 Form Four students who are registered to do their Kenya Certificate of Secondary Education examination in the year 2018, who begun their secondary school education in the same schools. Stratified sampling was used to stratify students into male and female for mixed schools thereafter, simple random sampling was employed to select the actual participants from each gender. Simple random sampling was used to select the students who participate in the study from single gender schools. To determine the sample size from the students' population, the study used Krejcie and Morgan sample size determination table such that 156 students were selected as respondents. Data was collected using a questionnaire for students. Concerning validity of instrument, experts from management and leadership in education department were given the instrument to validate. Their views were integrated in the final instrument. In this study, test-retest reliability method was used. The reliability index value of the variable was above 0.7 indicating that the questionnaire was reliable.

## III. Result

### 4.1 Descriptive statistics of Selected School Culture and Secondary School Completion Rates

Items from the questionnaire on selected school cultures and secondary school completion rates were analyzed and Percentages were calculated for each item of the Likert scale. The findings are presented on Table 1.

**Table 1:** Frequencies of Selected School Culture and Secondary School Completion Rates

Statement	SD %	D %	A %	SA %
To believe in success comes as a result of hard work encourages me to complete my secondary school education	2.6	17.4	74.4	5.8
Friendly school environment in my school encourages me to complete my secondary school education	21.2	34.6	38.5	5.8
Students' commitment to their studies in my school encourages me to complete my secondary school education	21.2	28.8	37.2	12.8
The implementation of school rules in my school encourages me to complete my secondary school education	23.7	20.5	43.5	12.2
Regular rewarding of students who perform well in my school encourages me to complete my secondary school education	13.5	23.1	44.9	18.6
Celebrating good performance Annually in my school encourages me to complete my secondary school education	4.5	27.5	38.5	29.5
Instilling of discipline in my school encourages me to complete my secondary school education	3.8	19.3	31.4	45.5
Regular worship services organized by Christian societies in my school encourages me to complete my secondary school education	3.2	19.3	34.6	42.9
Performance of regular sacred songs in my school encourages me to complete my secondary school education	2.6	27.6	28.8	41.0
Regular prayers in my school encourages me to complete my secondary school education	6.4	18.6	35.3	39.7

From the analyzed data (Table 1), it was noted that out of 156 respondents, 80.2% agree that the students' believe that success comes as a result of hard work. Moreover, regular services organized by Christian societies (77.5%) and regular prayers (75%) were agreed to influence secondary school completion rates. Additionally, instilling of discipline has influence secondary school completion rates in the study area (76.9%). From the findings, the researcher noted that spiritual nourishment of students enables learners to complete their secondary education. the study findings showed that performance of regular sacred songs (69.8%), the celebration of good performance annually (68%) and regular rewarding of students who perform well (63.5%) were agreed to influence students to complete their secondary school education. The respondents agreed that creation of a friendly school environment (44.3%), commitment to studies (37.8%) and school rules 37.8% influence them to complete their secondary school education. However, some respondents disagreed that

creation of a friendly school environment, commitment to studies and school rules influence completion rate.

#### 4.2 Correlation for between School Culture and Secondary completion Rates

The study sought to determine the relationship between school culture and school completion rates. The result is presented in Table 2.

**Table 2:** Correlation between School Culture and School Completion Rates

	School Culture	
School Completion Rate	Pearson Correlation	.472*
	Sig. (2-tailed)	.000
	N	156

\*. Correlation is significant at the 0.05 level (2-tailed).

The study conducted a correlation analysis between school culture and secondary school completion rates in Samburu East Sub-county, Kenya. The results in Table 2 established that there exists a positive and significant relationship ( $r = 0.472$ ,  $P=0.000$ ) between selected school culture and secondary school completion rates in Samburu East Sub-county, Kenya.

#### 4.3 Regression Analysis

The study carried out a regression analysis to evaluate the effect of school culture on secondary school completion rates in Samburu East Sub-county, Kenya.

**Table 3:** Multiple Regression Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error			Tolerance	VIF
(Constant)	-.029	.673	-.043	.966		
Selected School Culture	.382	.146	2.614	.010	.618	1.619

a. Dependent Variable: school completion rate

b. Independent Variables (Constant): selected school culture

The findings indicate that a unit change in the selected school cultures would result to 38.2% positive change in secondary school completion rates in Samburu East Sub-county. This implies that implementation of management practices related to school cultures leads to increase in secondary school completion rates. Hence if the selected school culture is practiced, the total number of students who complete their secondary school education increase.

#### IV. Discussion

Instilling of discipline has influence secondary school completion rates in the study area. The findings of the studies done by <sup>11</sup> on school related factors that influence students discipline confirms that discipline is a method of guidance that enable students to comprehend training of brain power and the character of an individual resulting to self-control, obedience, orderly behavior and skillfulness. Instilling of discipline encourages completion rates as it makes the student to build up moral values character <sup>12</sup>.

The findings documented that regular prayers and sacred songs influence students to complete their secondary school education. From the findings, the researcher noted that spiritual nourishment of students enables learners to complete their secondary education. The celebration of good performance annually as well as regular rewarding of students who perform well influence students to complete their secondary education. According to <sup>13</sup>, school culture is a complex practice that is deeply intertwined in the core of an institution. This indicates that these cultural practices are core management practices that enable students to complete their secondary school education in the study area. Therefore, creation of a friendly school environment, commitment to studies and school rules influence school completion rate.

#### V. Conclusion

The study concludes that performance of regular sacred songs, regular services organized by Christian societies, instillation of discipline and Regular prayers encourages students to complete their secondary school education

#### VI. Recommendation

The study recommends that the Head teachers should make the school environment conducive for learning, build positive school culture, use available instructional resources, motivate learners, and monitor classroom management practices so as to improve secondary school completion rates.

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